DOCUMENT RESUME

ED 097 670 CS 201 308

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TITLE	Seawell Project; A Model Language Arts/Reading Center. Evaluation Report.
INSTITUTION	Chapel Hill City Schools, N.C.; Learning Inst. of North Carolina, Durham.
SPONS AGENCY	National Council of Teachers of English, Urbana, Ill.; Office of Education (DHEW), Washington, D.C.
PUB DATE	Nov 71
NOTE	84p.
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	Elementary Education; Inservice Programs; *Inservice Teacher Education; *Language Arts; *Reading; Teacher Workshops; Teaching Techniques; Ungraded Programs
IDENTIFIERS	*North Carolina

ABSTRACT

A joint project by four major groups of people--the National Council of Teachers of English, the United States Office of Education, the Learning Institute of North Carolina, and the Chapel Hill (North Carolina) City Schools--was developed at the Seawell Elementary School in Chapel Hill to provide a series of inservice and on-the-job training programs for elementary teachers and administrators in the language arts/reading field. The total Seawell resources--plant, administration, faculty, and children--were used as the major base for inservice education of North Carolina teachers, with nearly 170 teachers from ten satellite schools enabled to participate. This document, summarizing the effort, provides chapters on the evaluation design and strategy, a description of the "Seawell Experience," analyses of instructional and field services components, an analysis of workshop evaluation, and a summary and description of accomplishments of the program. Appendixes include the Seawell Project Teacher Assessment Battery and Formative Evaluation Instruments. (JM)

ED 097670

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

CHAPEL HILL CITY SCHOOLS
Chapel Hill, North Carolina

EVALUATION REPORT

SEAWELL PROJECT
A MODEL LANGUAGE ARTS/READING CENTER

NATIONAL COUNCIL OF TEACHERS OF ENGLISH/
UNITED STATES OFFICE OF EDUCATION

Prepared By:

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November 1971

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This report was prepared by Joan B. Troy and Dr. Hugh I. Peck. Data analysis and computer programming was done by Mrs. Troy

CHAPTER I

INTRODUCTION

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INTRODUCTION

Seawell Elementary School is located in Chapel Hill, North Carolina; it began operation without a fully complete physical plan in September 1970. Seawell School is constructed in the "pod" design and from the beginning the team teaching and the multi-aging approach to organization and instruction were planned for its nearly 350 children and staff of twelve. While Chapel Hill City Schools tentatively planned what the structure of Seawell would look like and the rudiments of its instructional program, there was developing concurrently -- but separately -- a joint project between the National Council of Teachers of English (NCTE) and the EPDA section of the United States Office of Education (USOE) on teaching communication skills. The Learning Institute of North Carolina (LINC), located in nearby Durham, was working with the NCTE/USOE groups to have one of the five model language arts/reading schools placed in the North Carolina Research Triangle area. During the spring and summer of 1970, all the elements of what was to become the Seawell Project began to meld into a viable program. Four major groups of people -- NCTE, USOE, LINC and Chapel Hill City Schools -- worked out the details of a project that would use the total Seawell resources -- plant, administration, faculty and children -- as the major base for inservice education of North Carolina teachers.

Using NCTE/USOE financial backing, LINC and Seawell Elementary School planned a series of inservice and on-the-job training programs for elementary teachers and administrators in the

language arts/reading field, that would become known as the "Seawell Experience." (See Chapter III.) Nearly 170 teachers, located in ten satellite schools, would have opportunities to participate in and react to a plan for changing teacher behavior in the instruction of language arts and reading.

This effort became the cooperative responsibility of the Seawell staff and members of the Elementary Education Team of LINC. Plans were to use the Seawell teachers as mentors during the participation in "pod" visits and practices; and to use LINC staff personnel to operate workshops and seminars upgrading creative techniques in teaching language arts and reading.

It became the responsibility of LINC's Research and Evaluation Team to evaluate the effectiveness of the Seawell model. Further, the Research and Evaluation Team would report their findings to the Chapel Hill City Schools, NCTE and USOE. This document is the summary report of the results of this evaluation effort.

CHAPTER II

EVALUATION DESIGN AND STRATEGY

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EVALUATION DESIGN AND STRATEGY

In order to evaluate the effectiveness of the Seawell Project, two major populations and three sub-populations had to be considered. First, it was necessary to know what effectiveness, if any, the Seawell model had on the children enrolled in the school. Second, it was desirous to look at the effect the Seawell Experience would have on teachers.

To assure a more careful evaluation performance, objectives were formulated for each component of the study. These objectives are detailed as part of Chapters IV and V and will not be stated at this point.

The Seawell student populations need careful explanation. These children, representing the most important aspect of the project, were in some ways incidental to its operation as an inservice training base. Their test performance was selected as the most viable and expedient way to determine the effectiveness of the model on the children. Since our goals were more evaluative than research and since the USOE did not wish to have the evaluation of the five projects considered research, no control group was included in the study. Rather, a pre/post-test design using Seawell students only was selected. The only exception to the implementation of this design was in Grade 1, where only post-test performance was analyzed.

In keeping with the systemwide testing program for Chapel Hill City Schools, the Stanford Achievement Test Battery, Harcourt,

Brace and Jovanovich, was selected as the pupil assessment instrument. The appropriate age or grade level was selected and the entire battery was administered, although for our reporting purposes later in this report we will deal with those subscales related to the language arts areas.

The population of teachers of interest to the evaluation team was subdivided into three distinct groups. First were those teachers who attended the full inservice program, including the orientation briefings at the local school as well as the full number of days at Seawell. The second group attended the inservice program for shorter periods and were not full participants in the program. Another group of teachers was of particular interest to the evaluation team -- those teachers who were employed at satellite schools and who had opportunities to work with teachers who had been through the Seawell Experience, but had not been directly involved in the training program. The search among this population was for any spin-off effect that the Seawell program may have had on local school personnel.

An assessment battery of tests, surveys and observation schedules was selected and administered pre and post to those teachers in the study. The complete teacher assessment battery is present as Appendix A. As with the student phase of the evaluation, no control groups were involved. The decision was made that this study was evaluative and not research.

One other phase, the formative evaluation plan, needs to be reviewed. In order to provide the workshop personnel, both LINC staff and Seawell staff, with feedback concerning the ongoing

effectiveness of the seminars and workshop, two evaluation instruments were designed -- one an informal questionnaire about the effectiveness of the workshop, and the other an objectives priority schedule. These are presented as Appendix B. In addition, members of the evaluation team met periodically with the workshop participants to talk informally about ways to improve the project and ways to improve the inservice experience.

These elements made up the overall evaluation strategy. As in any other experience, the evaluation team would insist on certain specific changes were it to undertake this project for another year or another similar project. Certainly the decision not to use control groups would need review. In general, however, as an evaluation strategy for this project, we felt the evaluation design was effective and useful.

CHAPTER III

THE "SEAWELL EXPERIENCE"

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THE "SEAWELL EXPERIENCE"

The use of Seawell Elementary School as a model for inservice education and for pupil instruction in language arts and reading, demanded a planned series of events which would become known over the year as the Seawell Experience. For students in Seawell Experience would mean operating daily in a much less structured environment than the students had probably seen before. Students would take more responsibility for their learning and education; thus teachers would take on a new role. It would mean among other things, contract teaching, thematic rather than subject matter curriculum organization.

The idea encompassed was that the content of curriculum would not be changed as significantly as the environment in which it was learned. Classroom and school organization were altered to provide an environment that might be called the open-classroom.

From the point of view of the participating teachers, a number of preliminary steps were involved before teachers came "on board" and a number of steps were involved directly with the teachers. First, eight schools in seven school districts were selected to become Seawell satellite schools. Along with selection, however, went commitment; the superintendent and his board of education were committed to using his school as a future model for teaching the communication arts. Thus, when final agreement was reached concerning a particular school becoming a satellite school, it was understood that this meant the establishment of an additional model

for future inservice training of North Carolina teachers.

The next step for the local school unit was the visit of the administration team to Seawell for a day to tour the facilities and to get a feel for what Seawell was all about and what it had to offer in the way of inservice potential. The administrators' role then took second place and the teacher-participants began the series of events -- the "Seawell Experience."

The first personal contact with the teacher and Seawell was made by the Research and Evaluation Team to administer the pre-assessment battery. Actually, this was an adjacent experience, but it started teachers thinking of Seawell. The official inservice part or step one took place at the local school when field service specialists representing LINC and the Seawell Project spent a day or two in the satellite school in briefing and orientation sessions to prepare teachers for their trip to Seawell. It was a what-to-look-for and how-to-gain-from period of time planned to really enhance the teachers' visit to Seawell.

Teachers arrived at Seawell on Tuesday morning and stayed through Friday. Most of the time there was divided into two major phases: observation or class participation and seminar workshops on new ideas for teaching reading and language arts. The on-site pre-assessment instruments were administered at the opening of the sessions. As much as possible teacher-participants entered into the flow of classroom organization and learning, and became participants, observers and learners. Generally, the teachers would spend the morning in the "pod" working with students and Seawell staff, and afternoons in workshop sessions with LINC staff. Daily

schedules were flexible with large blocks of time planned when visiting teachers could work with students on the ongoing classroom experiences. In some cases seminar and classroom participation were repetitive from week to week, but for the most part workshops were planned to, as nearly as possible, meet the needs of the incoming group.

The final afternoon of the on-site visit served as summary and evaluation. Post-assessment instruments and workshop opinionnaires were administered and informal evaluation sessions were held.

The field service personnel planned extensive follow-up for those in the Seawell Experience. Approximately three to four weeks after the visiting teachers returned to their classrooms, which had been covered by substitute teachers, field service personnel planned visits with them. The visits were specifically designed to assist teachers in implementing into their classroom any of the techniques or methodologies that the teachers had observed at Seawell and felt were applicable to their classrooms.

The final phase of the Seawell Experience was the post-observation visit by members of the evaluation team. However, the Seawell Experience seems to have been more lasting and to have had more outreach than was originally expected in one year, as the following results of the evaluation will show.

CHAPTER IV

ANALYSIS OF INSTRUCTIONAL COMPONENT

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ANALYSIS OF INSTRUCTIONAL COMPONENT

Objective. By June 1971, the students will demonstrate improved language arts skills as demonstrated by:

1. The first year students achieving the national norm (1.8) on word reading, paragraph meaning, vocabulary, spelling and word study skills of the Stanford Primary I Achievement Test.

2. The second through sixth year students achieving a change of .7 years on the subscales of the appropriate Stanford Achievement Tests.

This objective was attained in 15 out of 28 subscales, as can be seen in Figures 1 through 6.

Figure 1 shows the actual status of the first year students as plotted against the national norm of 1.8 years. Figures 2 through 6 show the actual change of the second through sixth year students as plotted against the anticipated change of .7 years. This anticipated change was arrived at by determining the length of time between fall and spring testing.

It can be seen (Figure 2) that second year students achieved more than the anticipated change on all the subscales, and that fourth year students (Figure 4) did so on all but one subscale. First year students (Figure 1) achieved at least par on vocabulary and word study skills. Third, fourth and fifth year students (Figures 3, 4 and 5) were above par in word meaning and paragraph meaning.

Figure 1

GRADE 1 SPRING TEST SCORE

SUBSCALE	SCORE
A. Word Reading	1.7
B. Paragraph Meaning	1.7
C. Vocabulary	2.0
D. Spelling	1.7
E. Word Study Skills	1.8

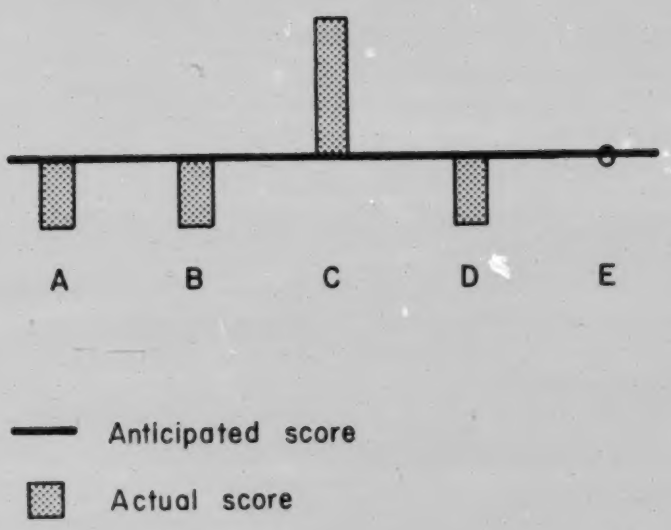
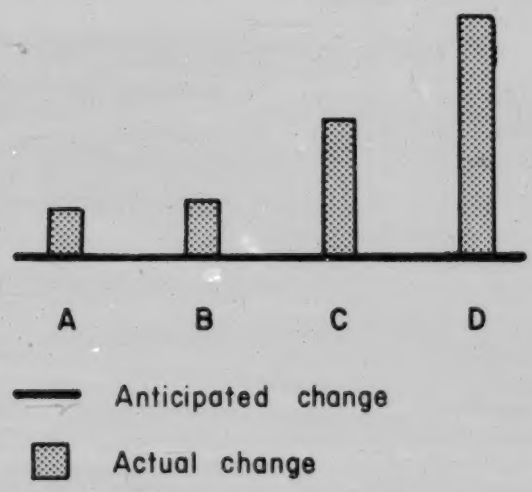


Figure 2

GRADE 2 GRADE EQUIVALENT CHANGE SCORE

SUBSCALE	FALL	SPRING	CHANGE
A. Word Reading	2.1	2.9	.77
B. Paragraph Meaning	2.1	2.9	.78
C. Spelling	1.9	2.8	.90
D. Word Study Skills	2.2	3.2	1.05



GRADE 3 GRADE EQUIVALENT CHANGE SCORE

SUBSCALE	FALL	SPRING	CHANGE
A. Word Meaning	3.1	4.1	1.01
B. Paragraph Meaning	2.9	3.9	.99
C. Science and Social Studies	3.1	3.8	.63
D. Spelling	2.9	3.6	.68
E. Word Study Skills	3.0	3.3	.33
F. Language	3.2	4.1	.87

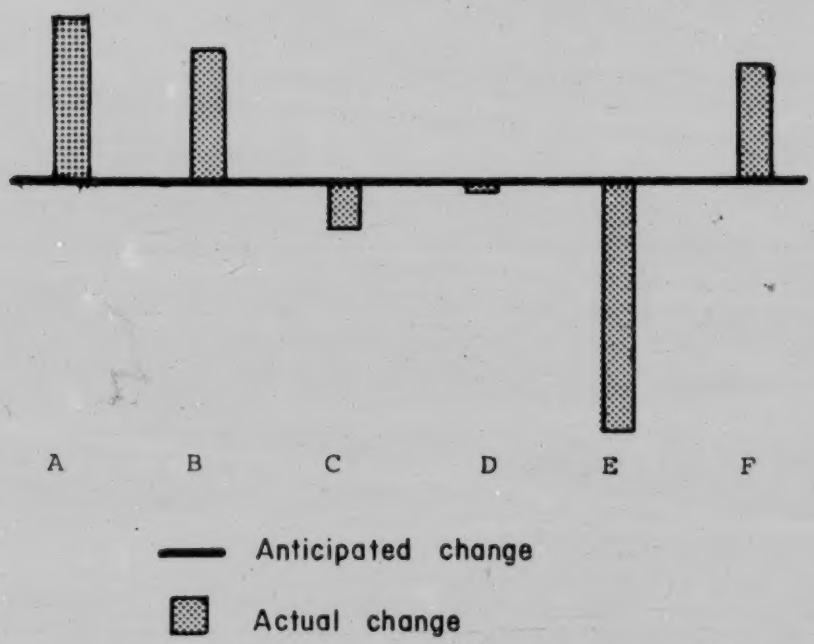


Figure 4

GRADE 4 GRADE EQUIVALENT CHANGE SCORE

SUBSCALE	FALL	SPRING	CHANGE
A. Word Meaning	3.8	4.7	.83
B. Paragraph Meaning	4.0	4.8	.86
C. Spelling	3.9	4.6	.69

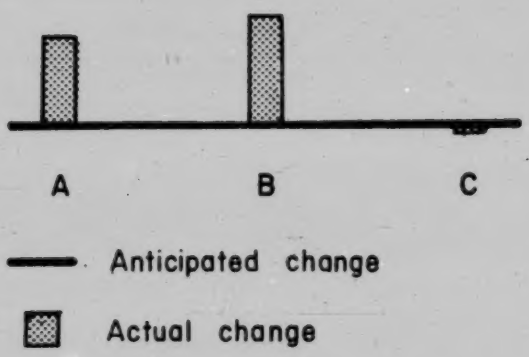


Figure 5

GRADE 5 GRADE EQUIVALENT CHANGE SCORE

SUBSCALE	FALL	SPRING	CHANGE
A. Word Meaning	5.1	6.0	.88
B. Paragraph Meaning	4.6	5.7	1.04
C. Spelling	5.0	5.6	.67
D. Language	4.8	5.7	.92
E. Social Studies	4.6	5.4	.77

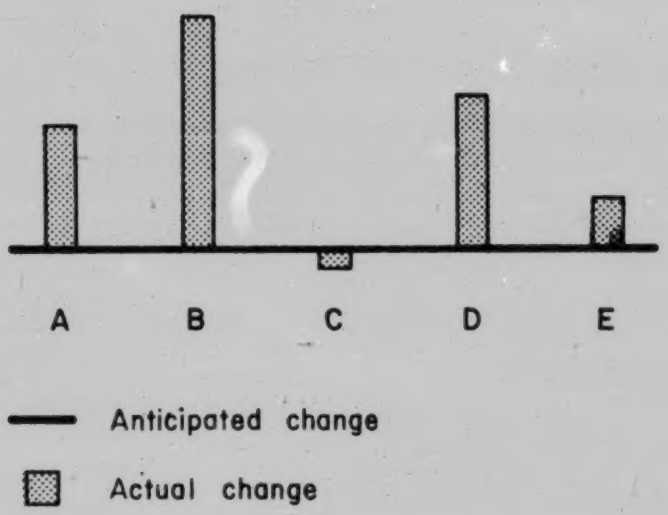
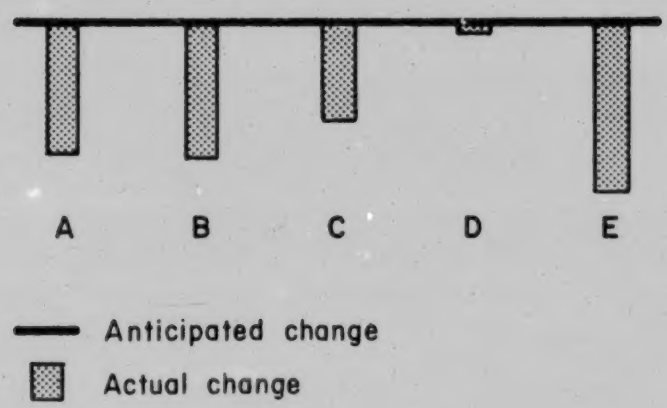


Figure 6

GRADE 6 GRADE EQUIVALENT CHANGE SCORE

SUBSCALE	FALL	SPRING	CHANGE
A. Word Meaning	6.9	7.2	.32
B. Paragraph Meaning	7.1	7.4	.30
C. Spelling	6.3	6.7	.41
D. Language	6.2	6.8	.66
E. Social Studies	6.7	6.9	.20



The results of testing performance of sixth year students were particularly disappointing. Though a number of hypothesis might be made, we are unsure of why the phenomena occurred. Certainly we need to follow closely the achievement performance of all students as they proceed through Seawell.

It is the judgement of the evaluation team that pupil performance on achievement tests in the language arts field for Seawell students adequately meet performance objectives. Though there were varied degrees of success in certain grade levels taken as an entity the pupil performance was positive and significant. Especially is this true when one considers that this was the first year of a project in a new, and incomplete physical plant with teachers who had the added responsibility of inservice education for nearly 200 other teachers.

CHAPTER V

ANALYSIS OF FIELD SERVICES COMPONENT

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ANALYSIS OF FIELD SERVICES COMPONENT

Objective 1. By the end of the field service training, the teachers who received all of the proposed training (Group 1) will understand and apply knowledge of tailoring language arts programs to individual student needs as indicated by the teachers using more flexibility in teaching methods and using more varied teaching materials. This objective will be measured in two ways:

1. The teachers themselves will respond to the Teacher Practices Scale before and after the proposed training. The criterion for anticipated change will be in terms of percent of teachers responding and will be expected to decrease on the "never" end of the scale to increase on the "daily" end of the scale.

2. One independent outside observer will respond to the Teachers Observation Scale both before and after the proposed training. One criterion for anticipated change will be percent of teachers responding and will be expected to decrease on the left end of the scale and to increase on the right end of the scale. A second criterion for anticipated change will be an expected mean change on the multi-media scale of 5 points, intra-class grouping scale of 5 points, differentiating assignments of 7 points and promotion of self-direction in learning of 4 points.

Objective 2. By the end of the field service training, the teachers who receive the proposed in-school training and part of the proposed Seawell training (Group 2) will attain Objective 1 but to a lesser degree than Group 1. The attainment of this objective will be measured in the same manner as Objective 1.

Objective 3. By the end of the field service training, the teachers who receive only the proposed in-school training (Group 3) will attain Objective 1 but to a lesser degree than either Group 1 or Group 2. The attainment of this objective will be

measured using the first component that is being used in Objective 1.

Figure 7 shows that all three groups of teachers developed more flexibility in teaching methods and classroom procedures. This is particularly so in individualized reading (4), recreational reading (7), role playing (11), creative writing (12), pupil help in selection of goals (31), pupil help in planning (32), pupil participation in selection of goals for himself (36) and individual pupil planning of his or her activities (37).

More varied use of teaching materials is evident in all groups, also. This appears most vivid in use of linguistic materials (1), audio facilities (20), films and film strips (21), reference materials (25), teacher-made materials (27), commercially-made games, etc. (28), student work displays (29) and newspapers and magazines (30).

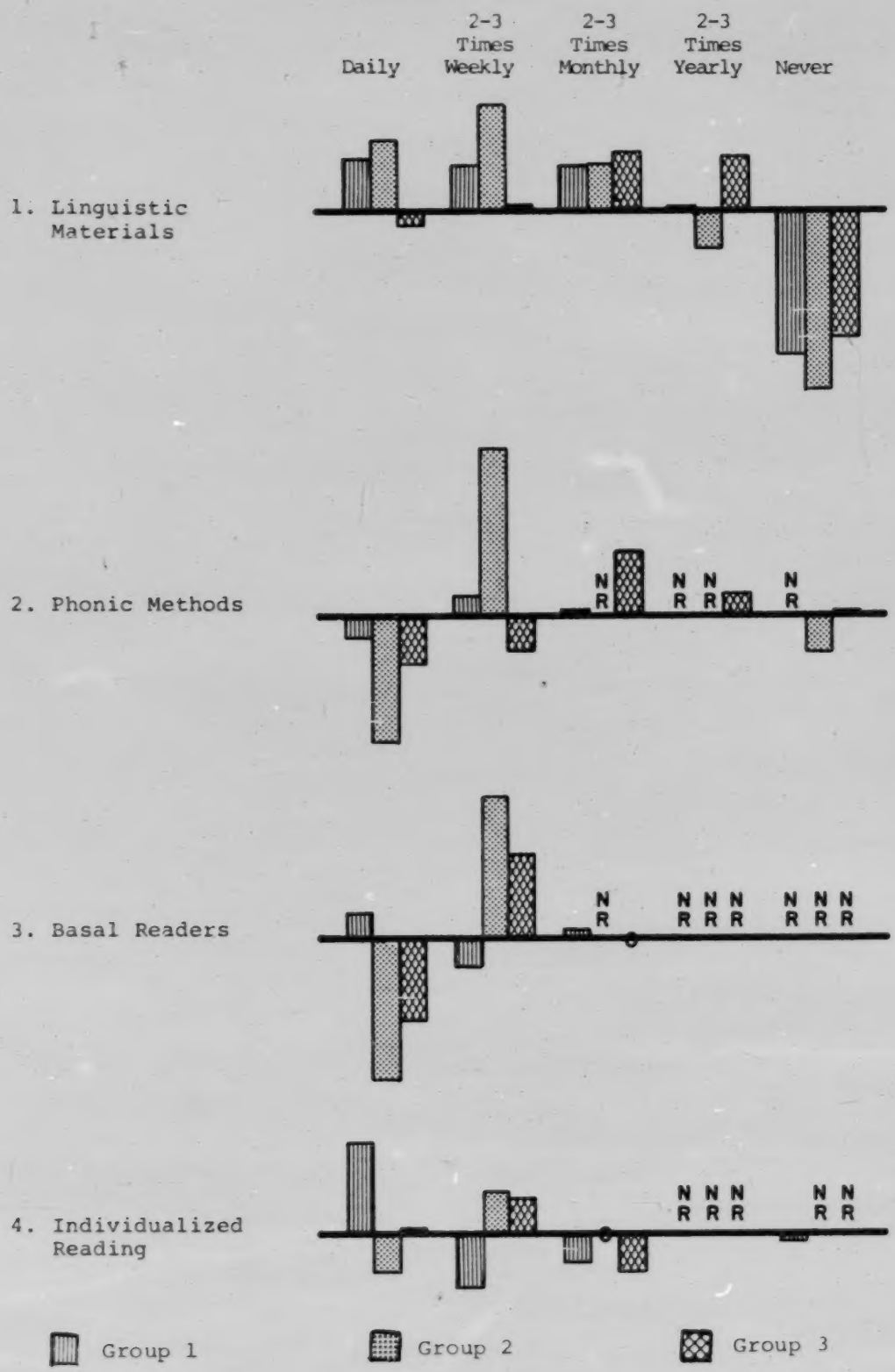
All of the histograms are plotted with the solid line being the pre-administration and the vertical bars being the post-deviation from pre-administration. NR indicates that there were no responses in that particular category on either pre- or post-administration.

Change from the left end of the scale to the right end of the scale (Figure 8) is evident in both groups. This is most graphically seen in Use of Intra-Class Grouping and Promotion of Self-Direction in Learning.

The second criterion for anticipated change (see Figure 8) was met in Group 1 on the following subscales: Use of Multi-Media Teaching, Use of Intra-Class Grouping and Promotion of Self-Direction in Learning. Group 2 did not meet this criterion on any of the subscales.

Figure 7

TEACHER PRACTICES



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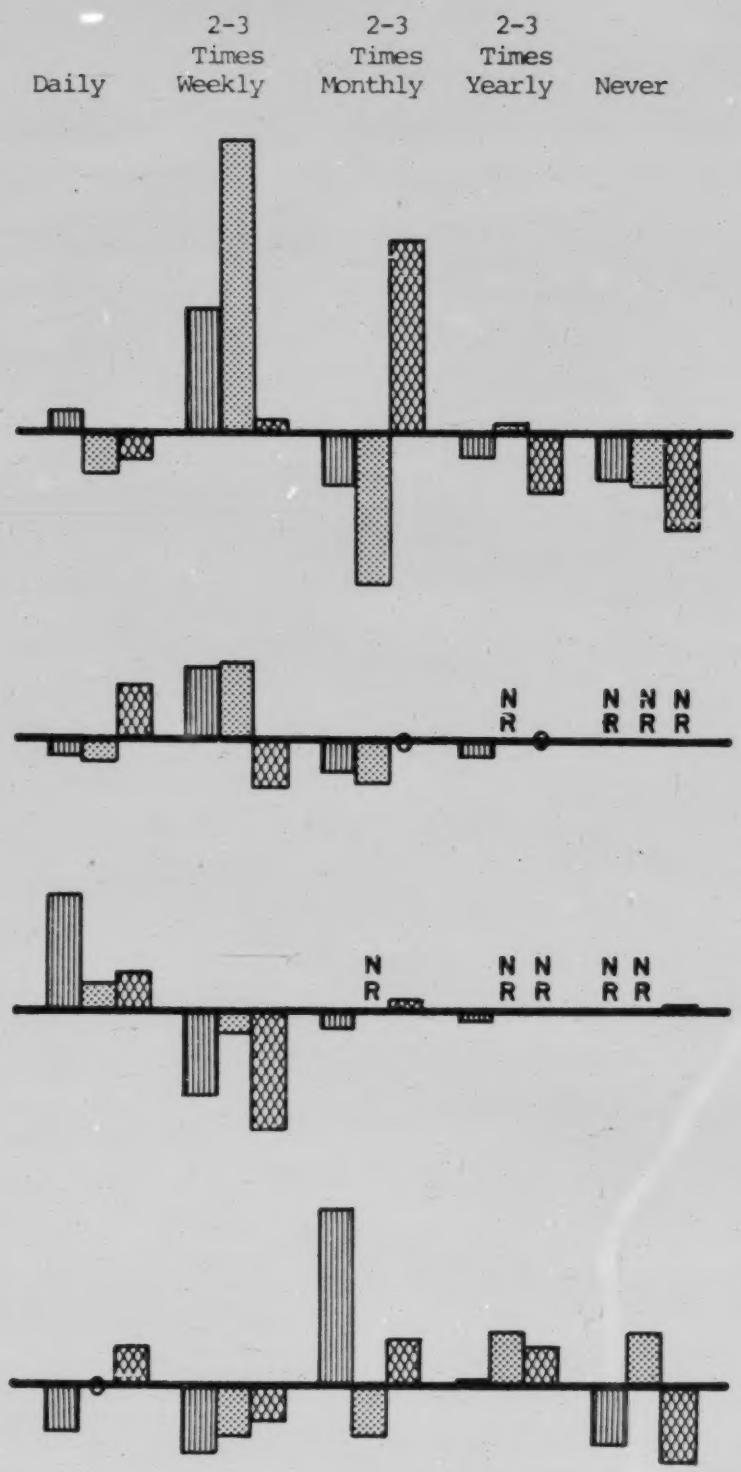

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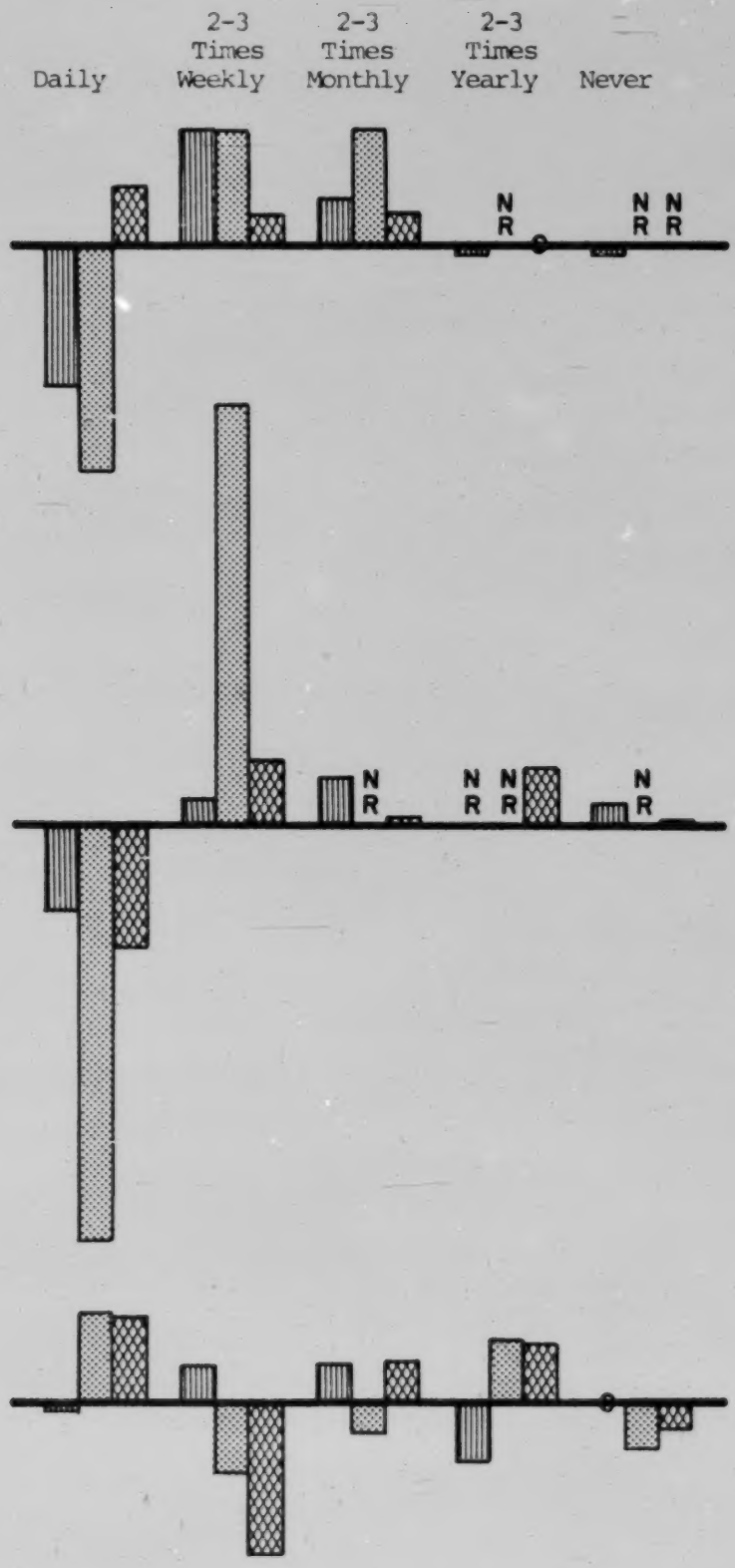

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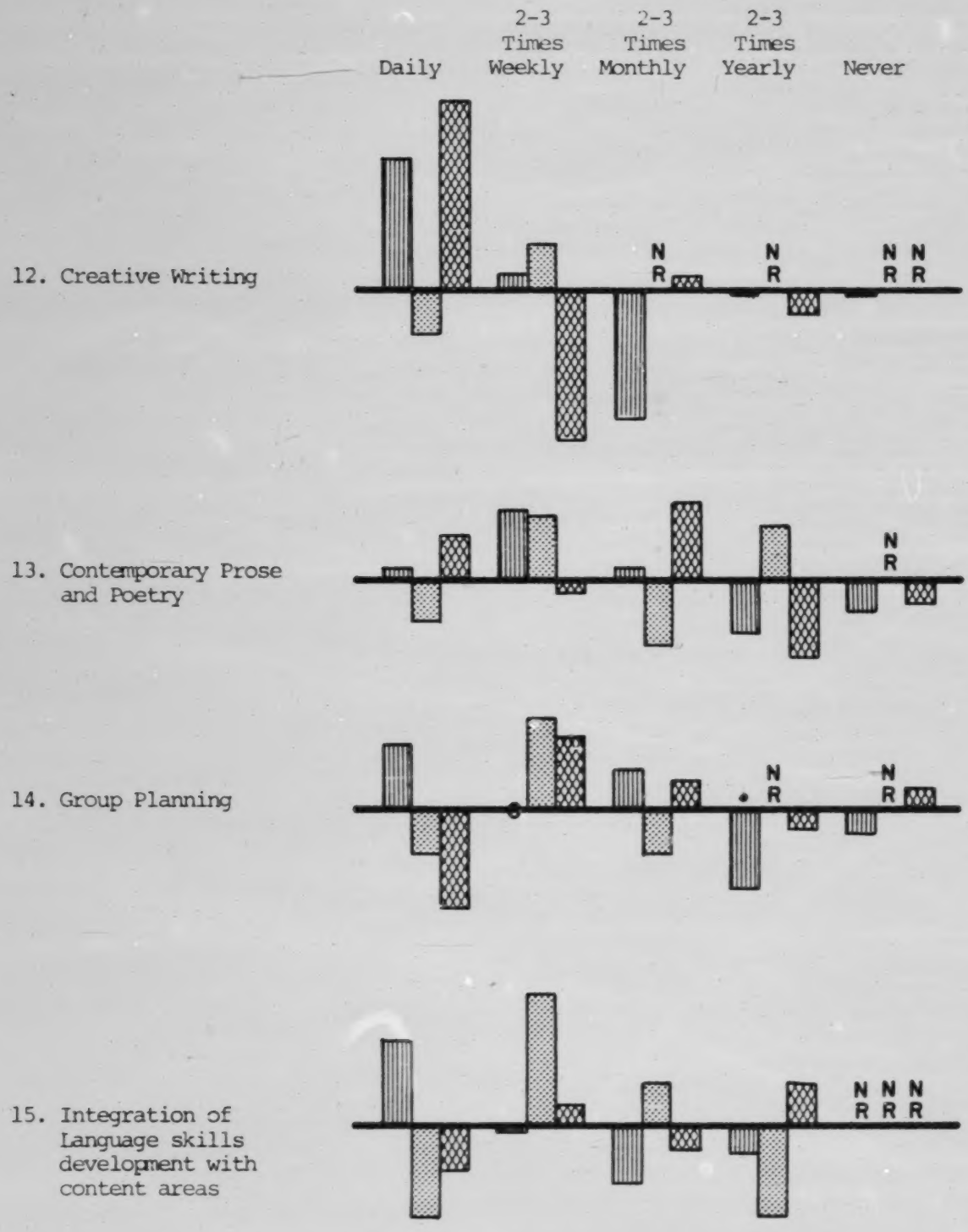

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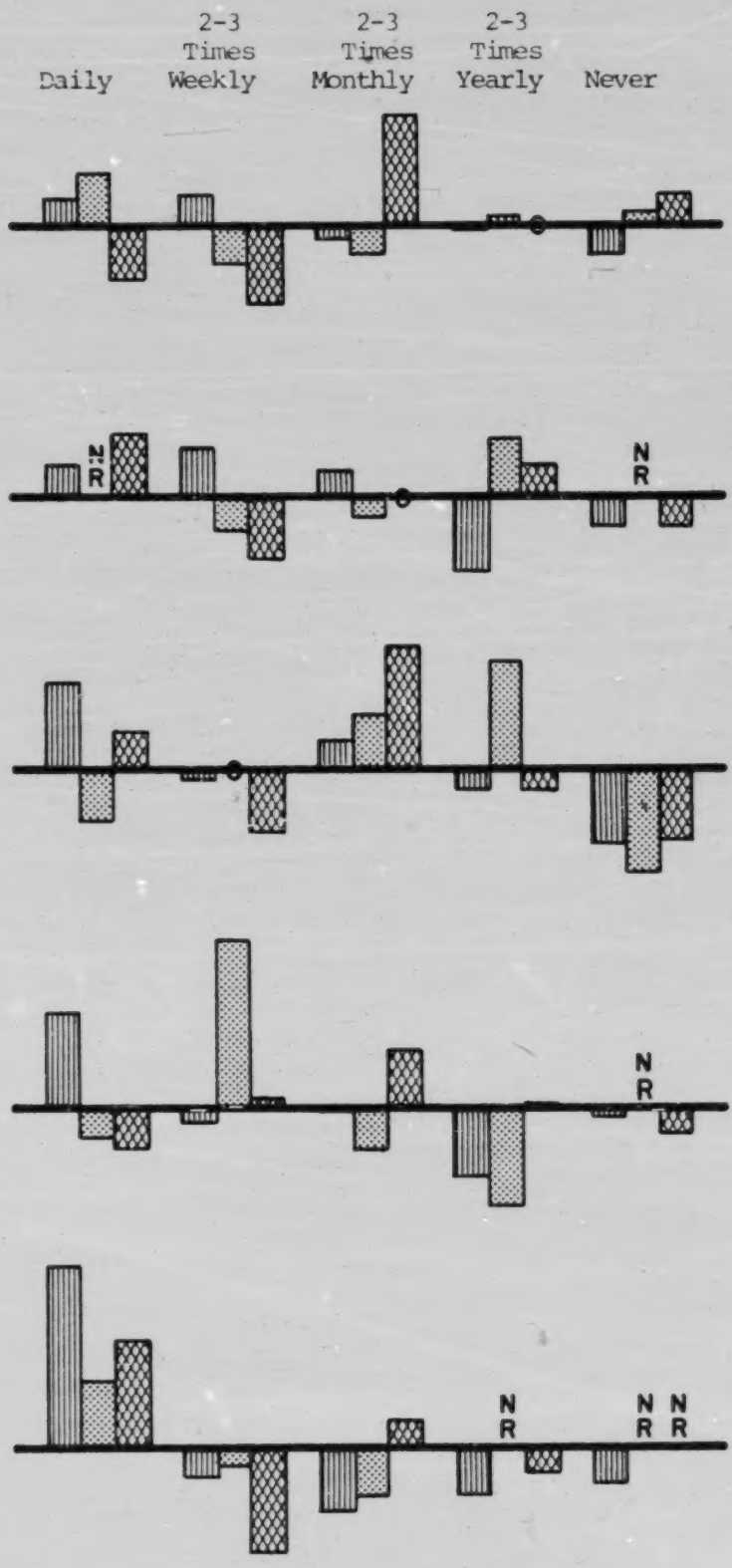

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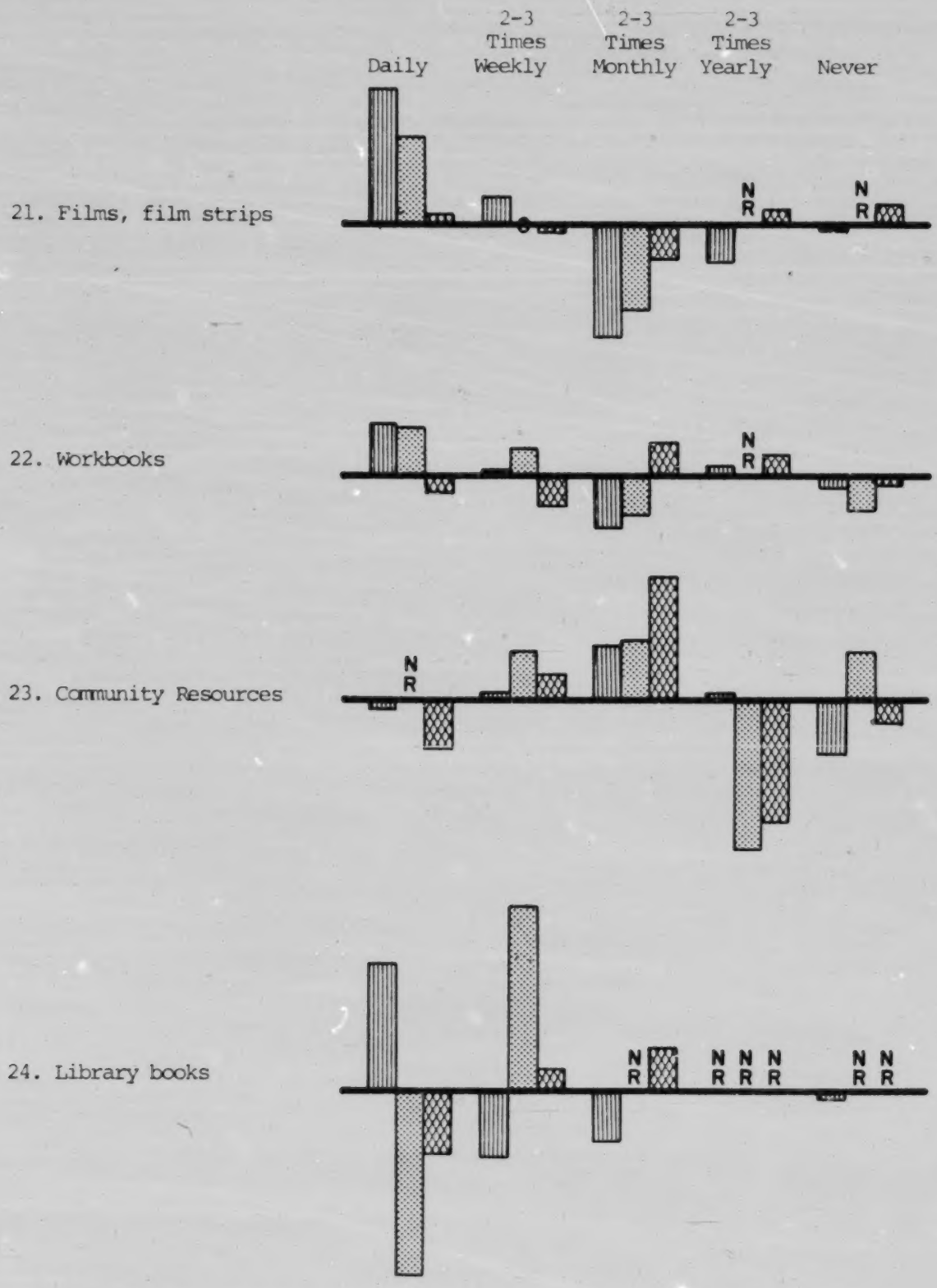

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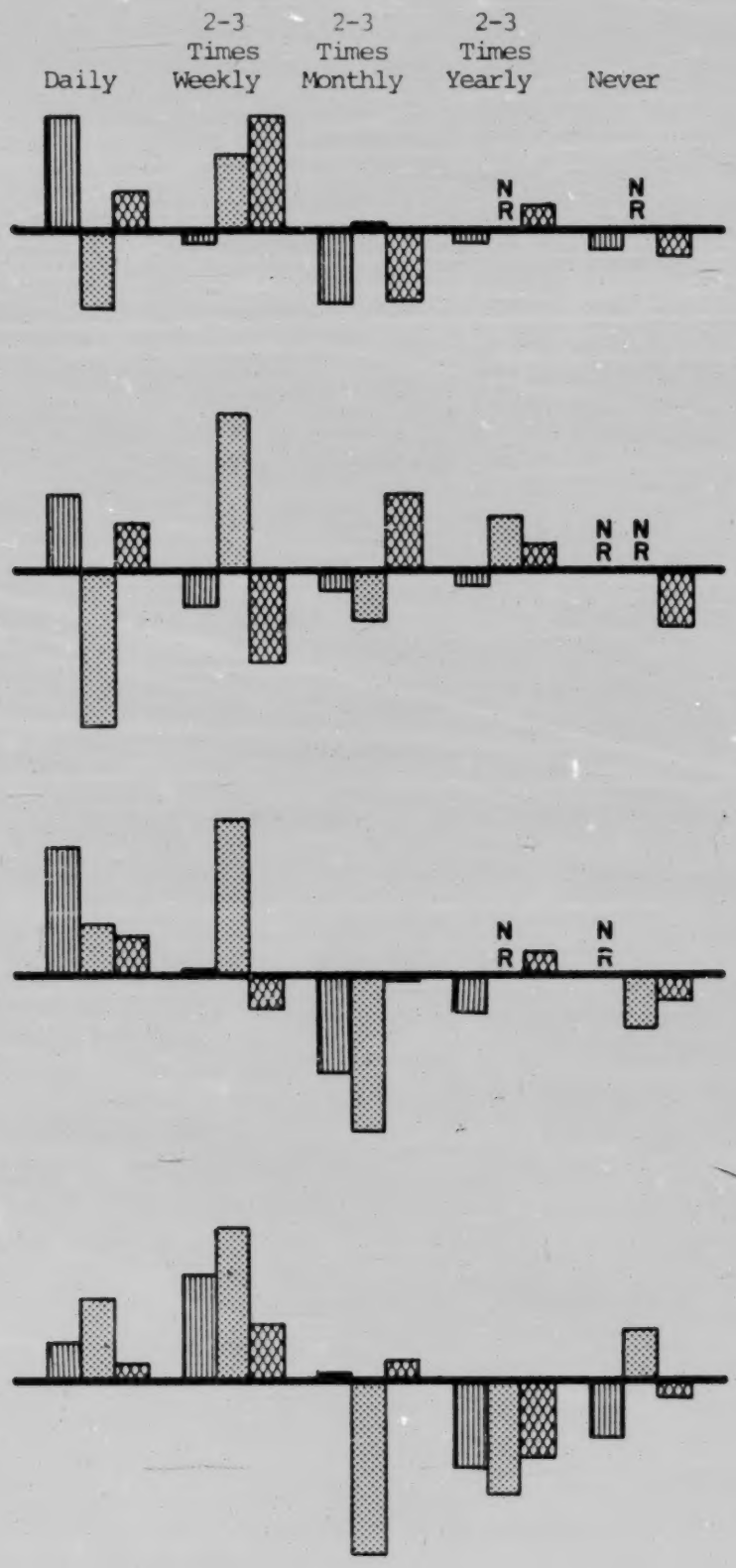

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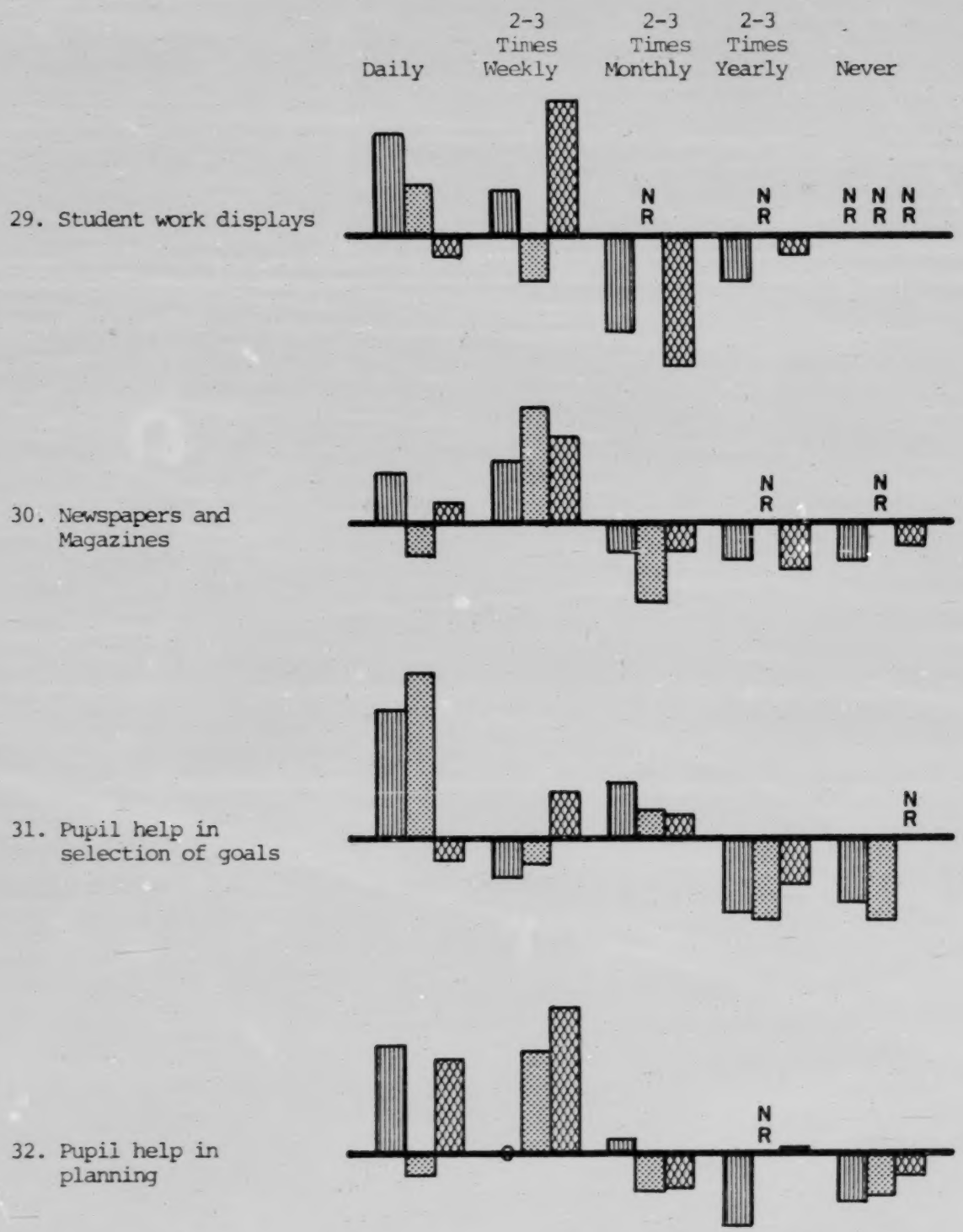

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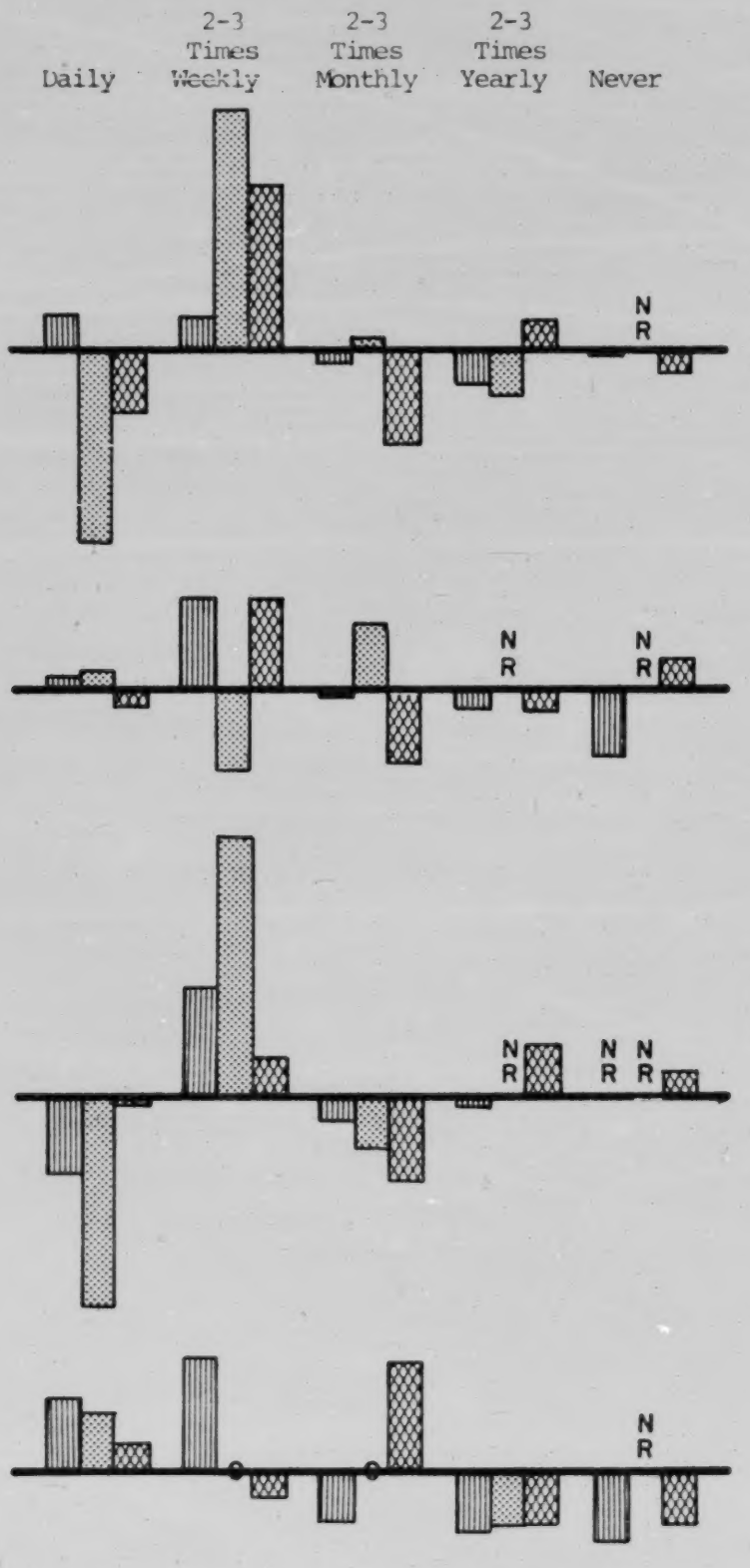

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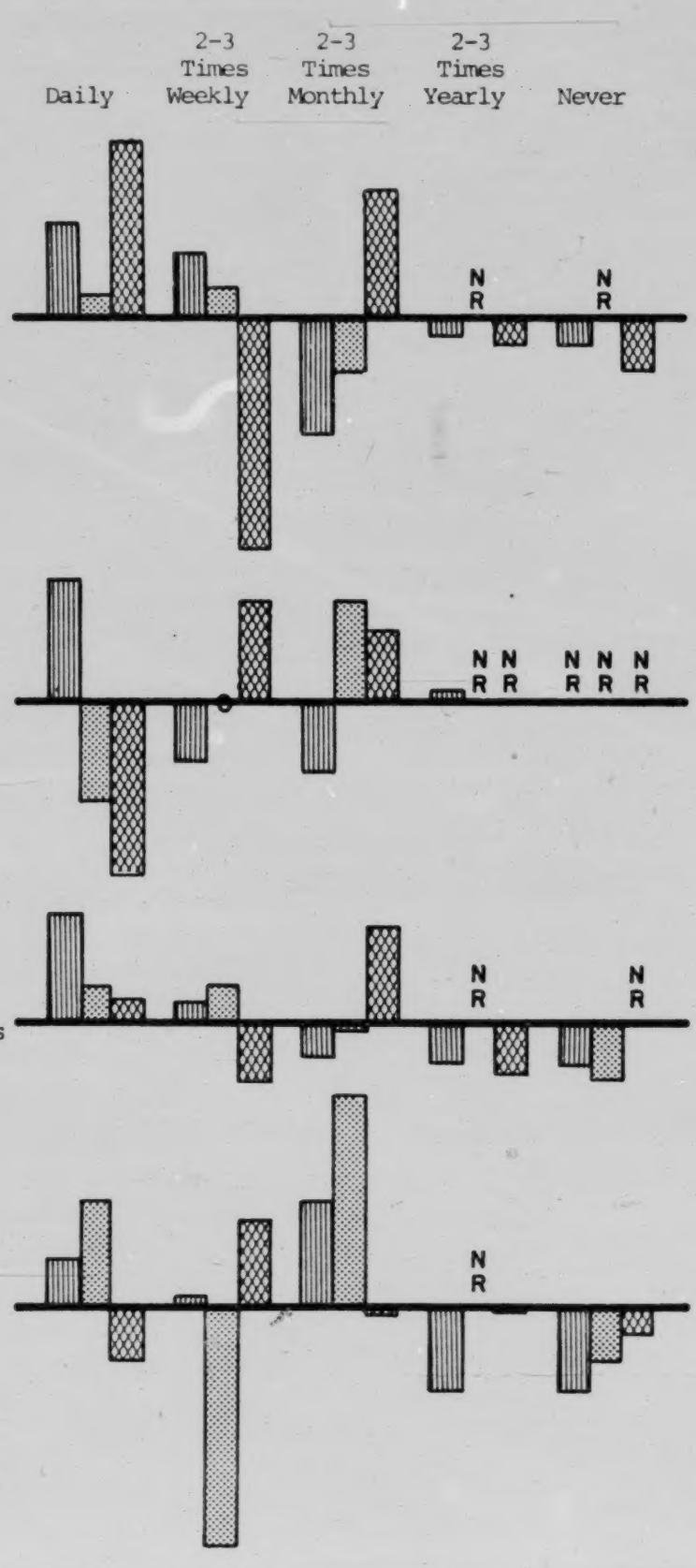

Daily
2-3 Times Weekly
2-3 Times Monthly
2-3 Times Yearly
Never
37. Individual pupil planning of his or her activities
38. Pupils finding and correcting their own errors
39. Pupil help in selection of procedures for the classroom
40. Pupil participation in selection of goals for the classroom
N R

Figure 7 (continued)

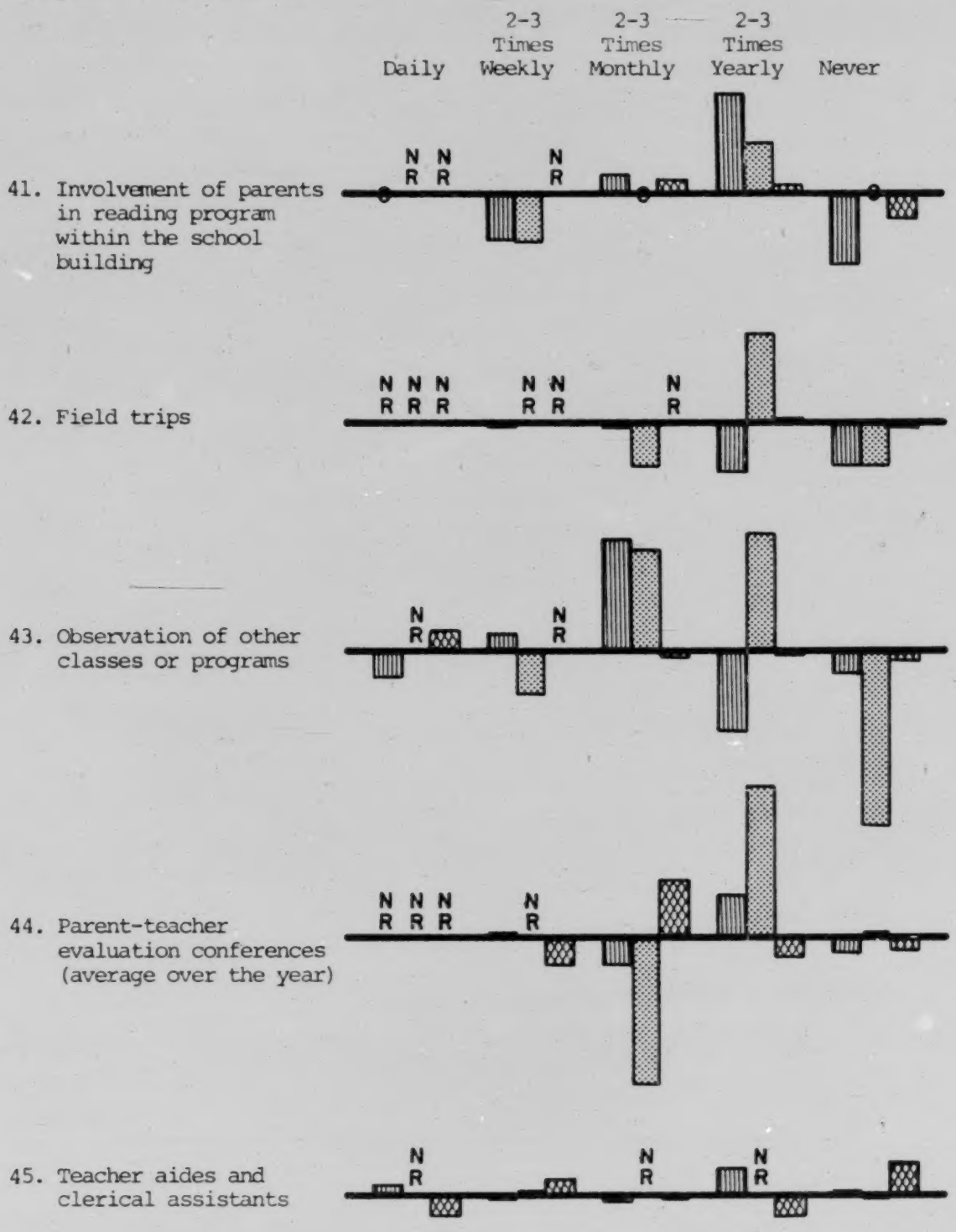
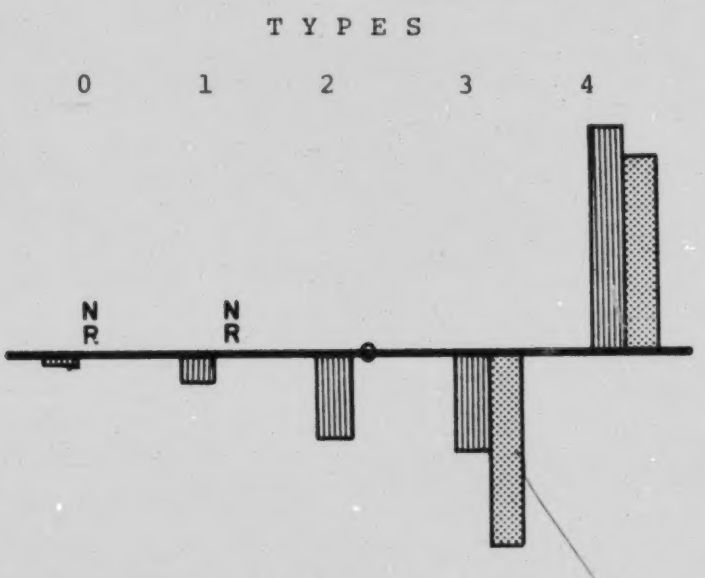

Daily
2-3 Times Weekly
2-3 Times Monthly
2-3 Times Yearly
Never
41. Involvement of parents in reading program within the school building
42. Field trips
43. Observation of other classes or programs
44. Parent-teacher evaluation conferences (average over the year)
45. Teacher aides and clerical assistants
N R

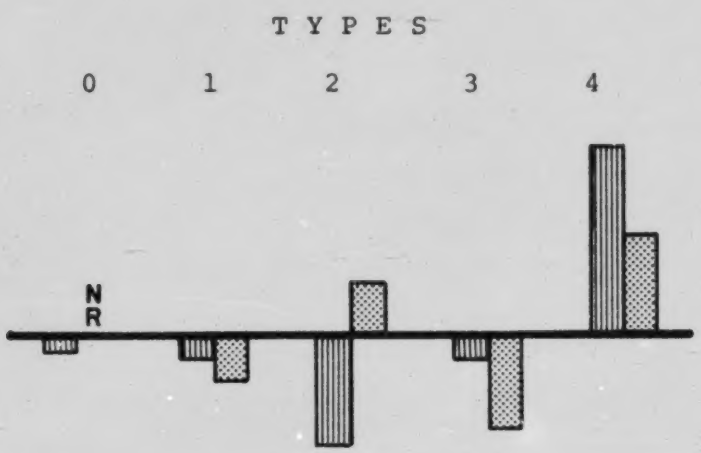
Figure 8

USE OF MULTI-MEDIA TEACHING

M1 Reference materials are available in classroom for use by both teacher and pupil. (e.g., encyclopedias, dictionaries, atlases, supplementary texts, supplementary books, etc.)



M2 Maps, charts, globes, and other models are available in the classroom for use by both teacher and pupil.

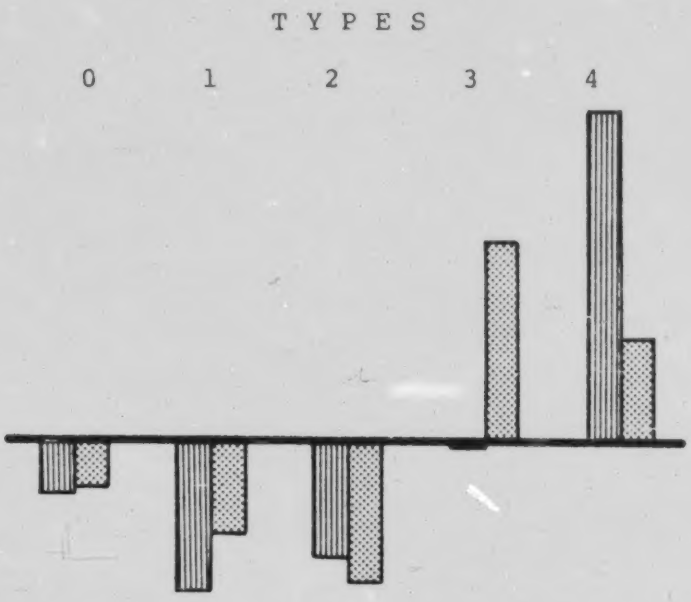


Group 1

Group 2

Figure 8 (continued)

M3 Teacher-made materials such as charts, games, and other aids are available for use. (Note: this does not include student work.)



M4 Newspapers, magazines, catalogues, telephone directories, etc. are available in classroom for use by both teacher and pupil.

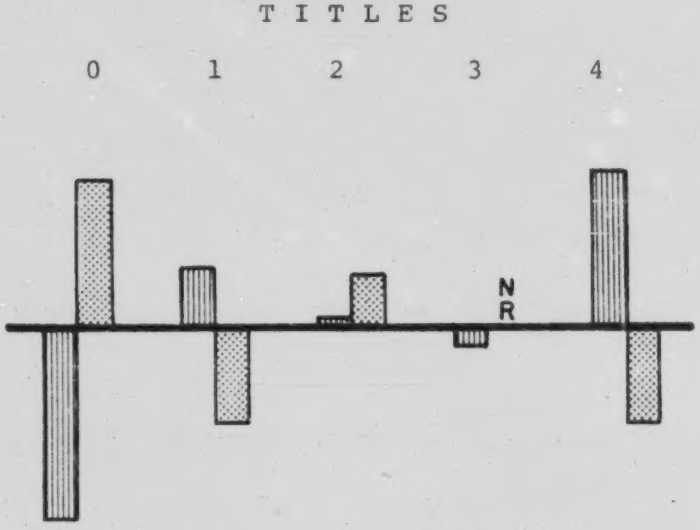
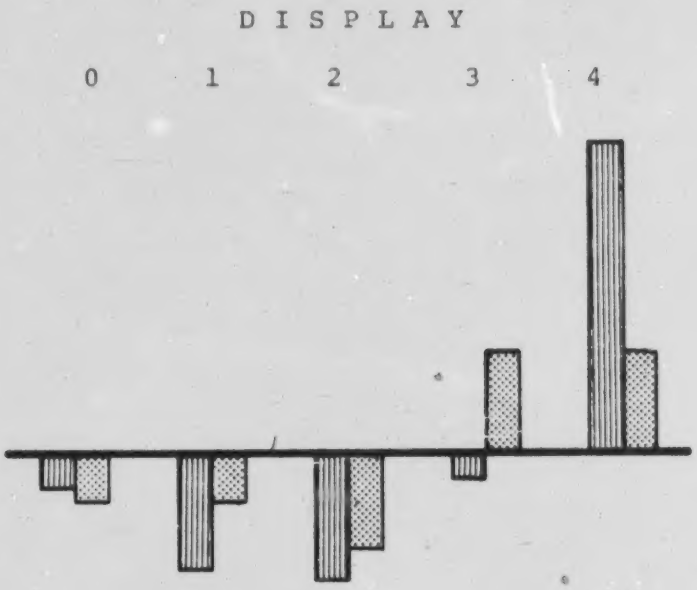


Figure 8 (continued)

M5 Pupils' work is on display.



M6 Audio-visual materials are available in classroom for use by both teacher and pupil. (Filmstrips, 16mm film, visuals, tape recorder, and other materials)

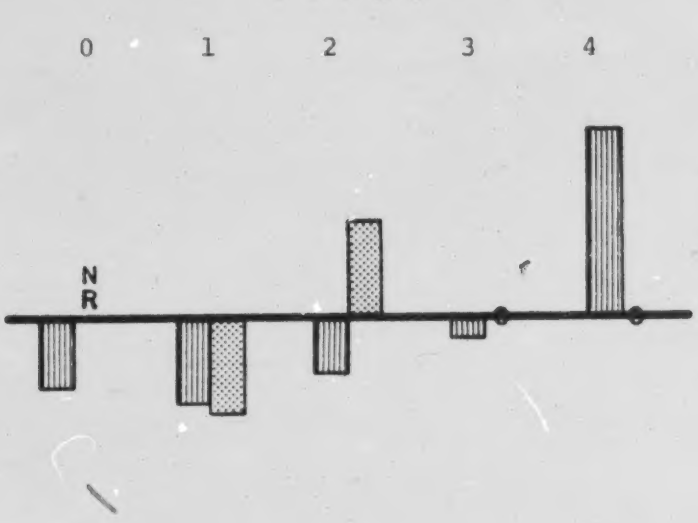
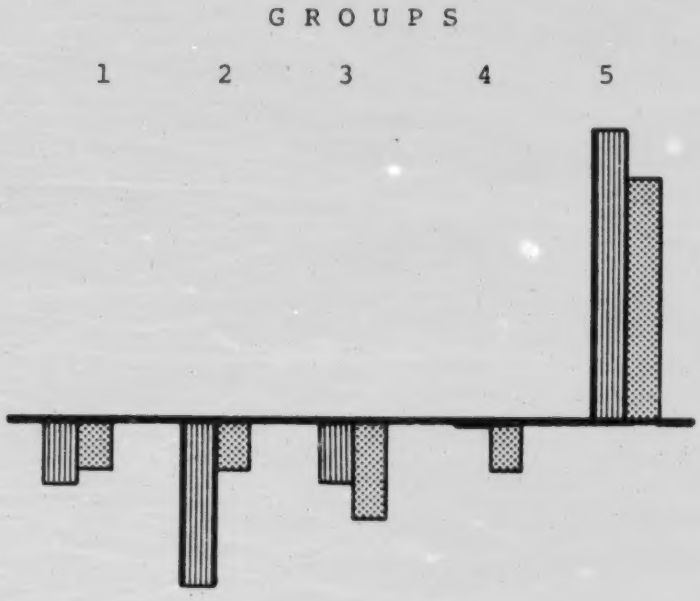


Figure 8 (continued)

USE OF INTRA-CLASS GROUPING

I1 Desks and chairs are arranged in varying patterns.



I2 Flexible groupings are employed.

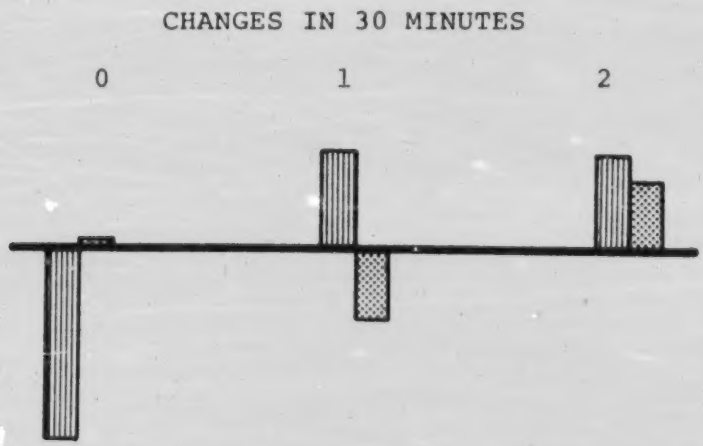
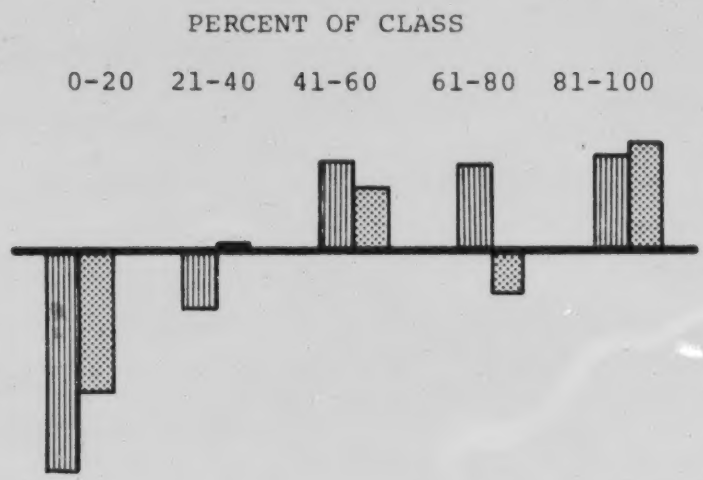


Figure 8 (continued)

I3 Pupils help each other with work.



I4 Teacher maintains check on progress of groups by moving among groups.

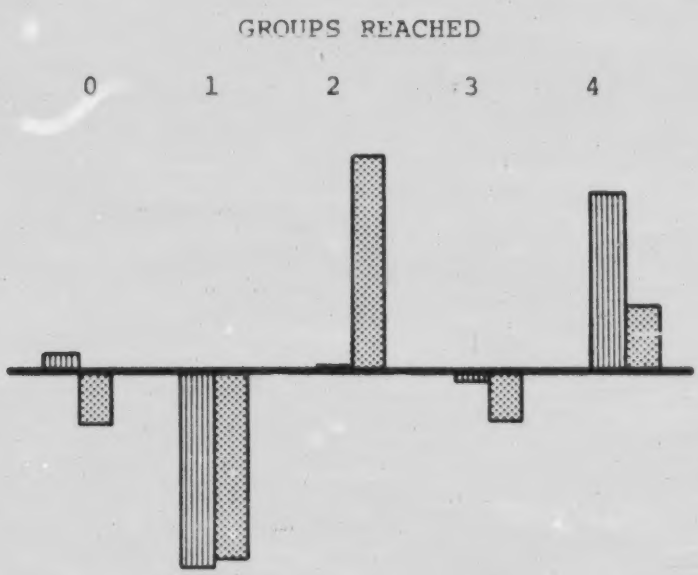
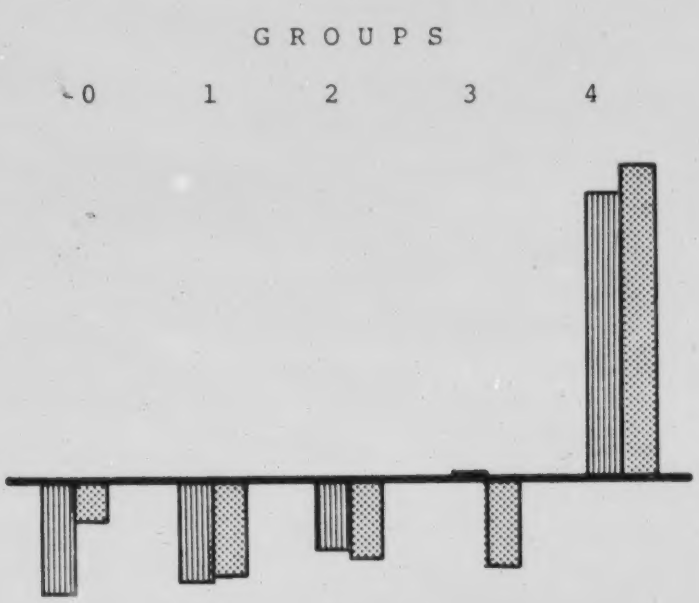


Figure 8 (continued)

I5 Teacher is aware of what is going on in non-teacher directed groups as evidenced by observer questions at end of activity (period).



I6 Pupils move freely within groups.

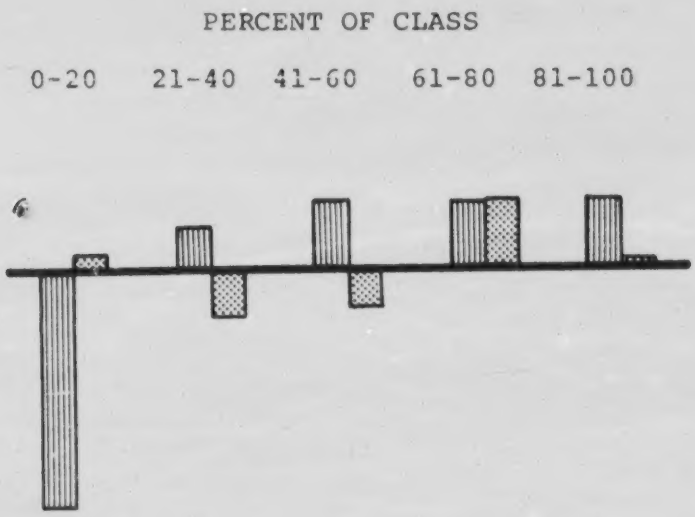
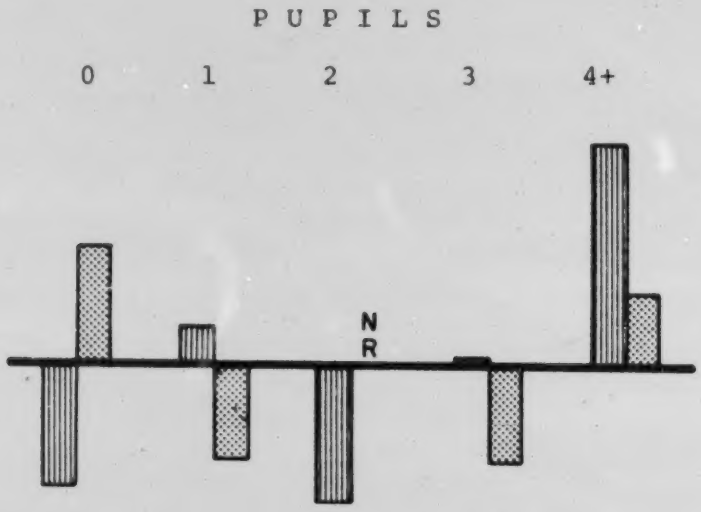


Figure 8 (continued)

DIFFERENTIATING ASSIGNMENTS

D1 Pupils participate in routine duties.



D2 Pupils have individual assignments.

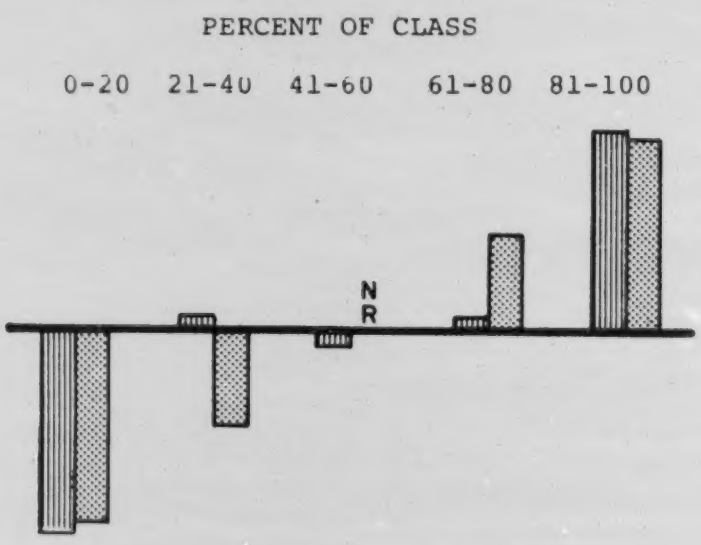
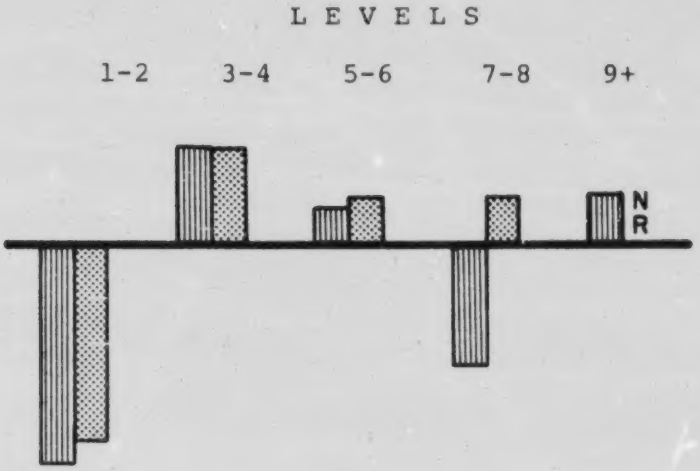


Figure 8 (continued)

D3 Pupils use materials at different levels of difficulty.



D4 Pupils receive individual assistance.

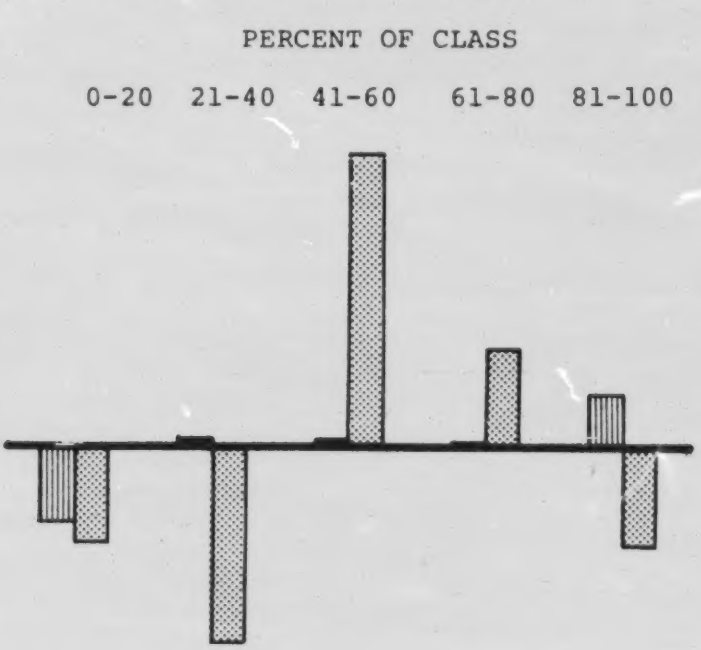
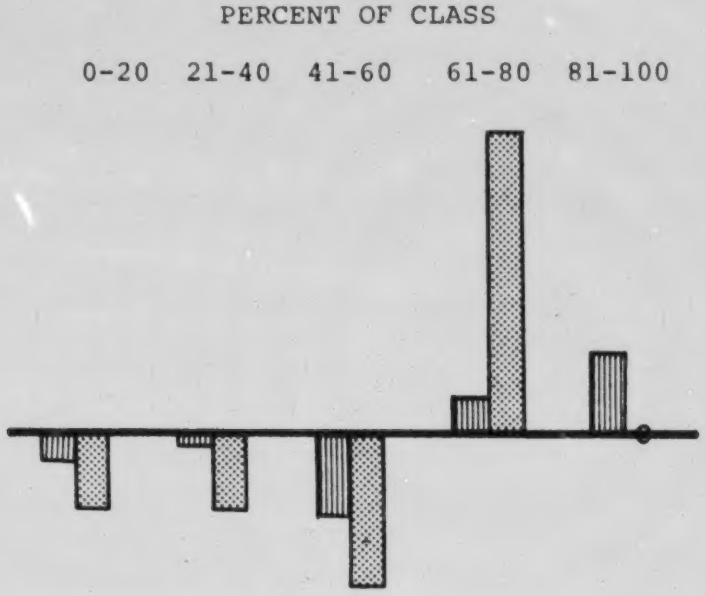


Figure 8 (continued)

D5 Pupils finish work within the allotted time.



D6 Pupils do enrichment (broadening, horizontal) work.

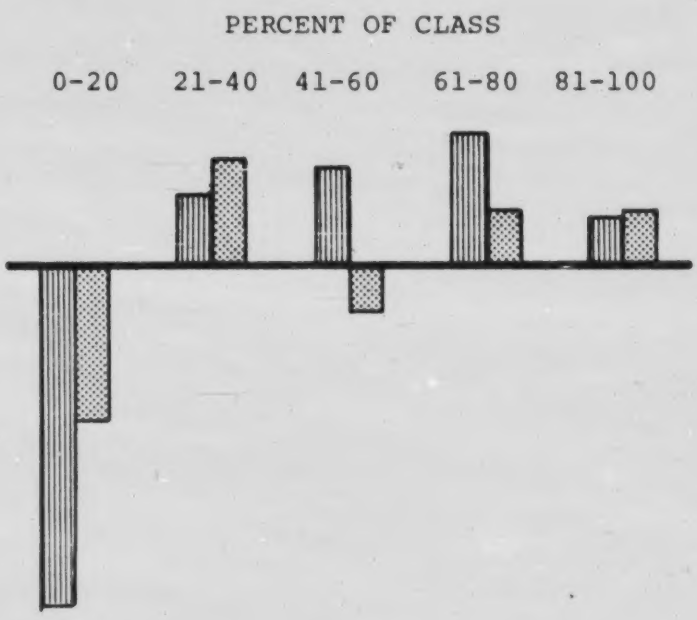
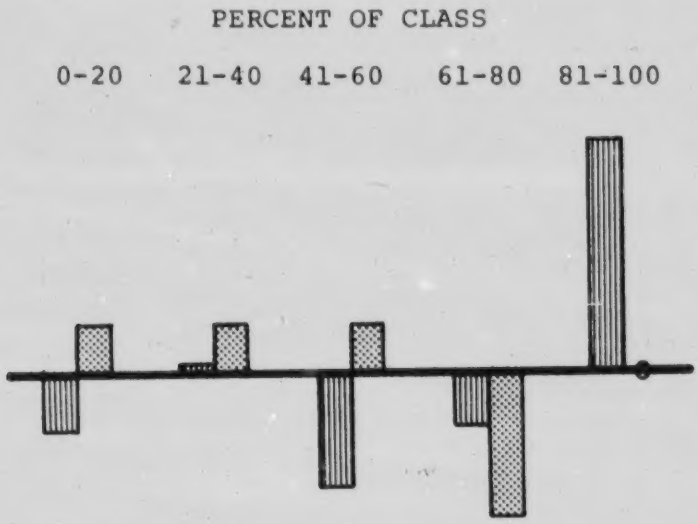


Figure 8 (continued)

D7 Pupil participation is active and purposeful as indicated by pupil involvement in work.



D8 Pupils lead class or group.

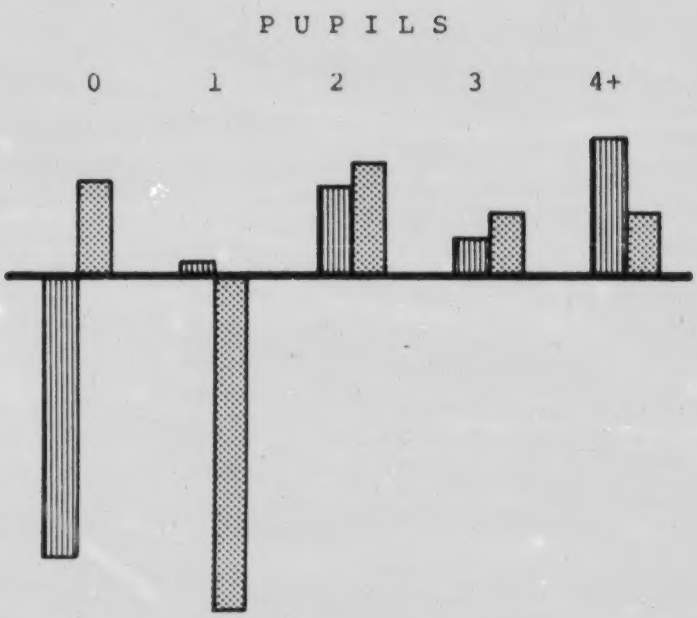
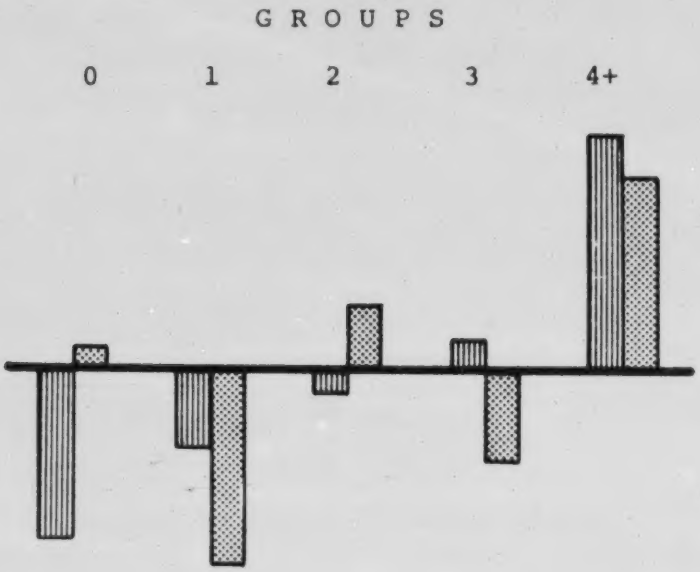


Figure 8 (continued)

PROMOTION OF SELF-DIRECTION IN LEARNING

S1 Non-teacher directed groups are employed.



S2 Pupils not involved in teacher directed activities move freely among groups.

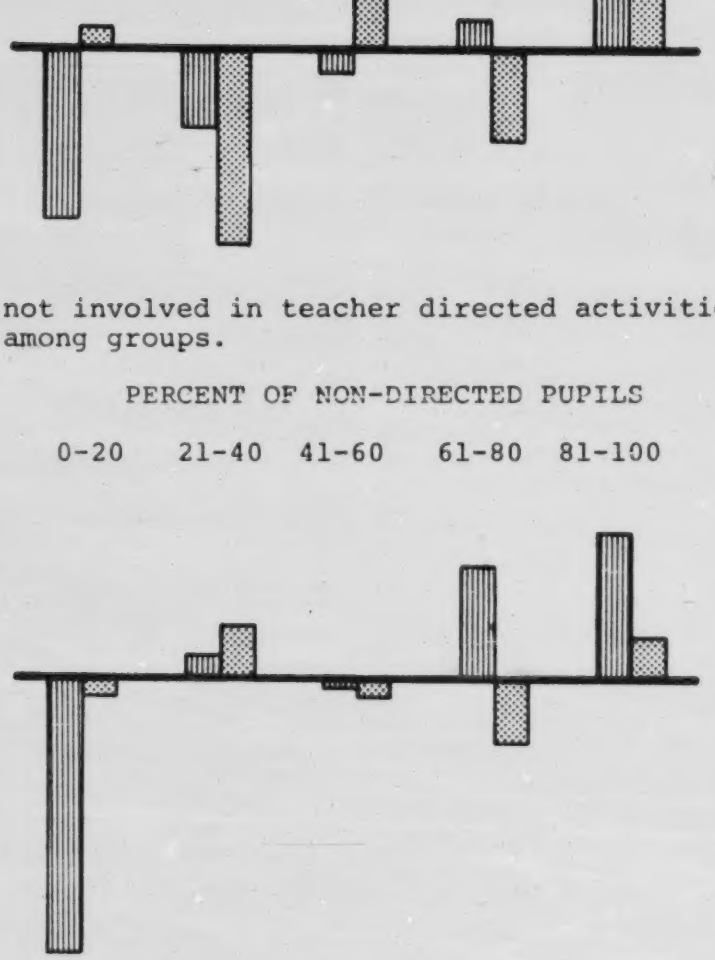
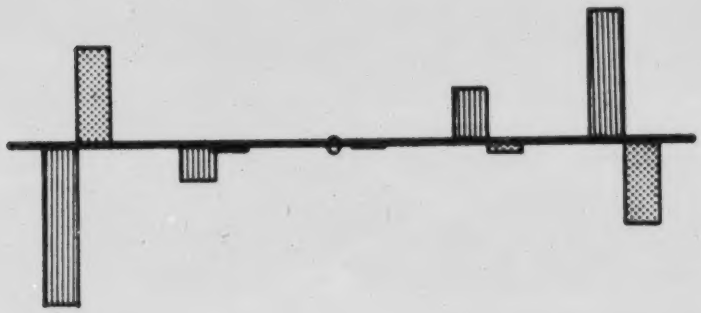


Figure 8 (continued)

S3 Pupils not involved in teacher directed activities work individually and/or independently in groups.

PERCENT OF PUPILS

0-20 21-40 41-60 61-80 81-100



S4 When pupils finish one task, they proceed to another task (s) without teacher direction.

PERCENT OF THOSE FINISHING

0-20 21-40 41-60 61-80 81-100

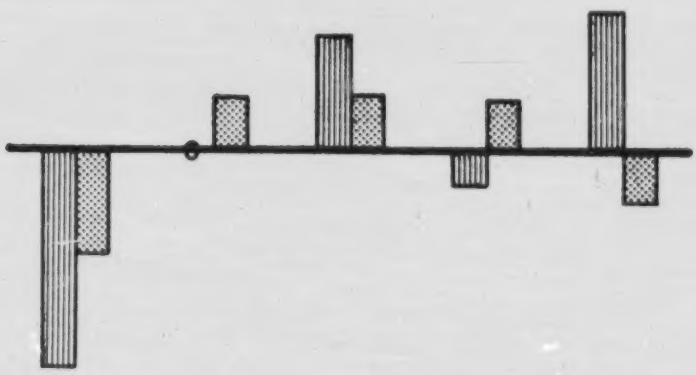


Figure 8 (continued)

S5 Pupils seek aid from sources other than those assigned.

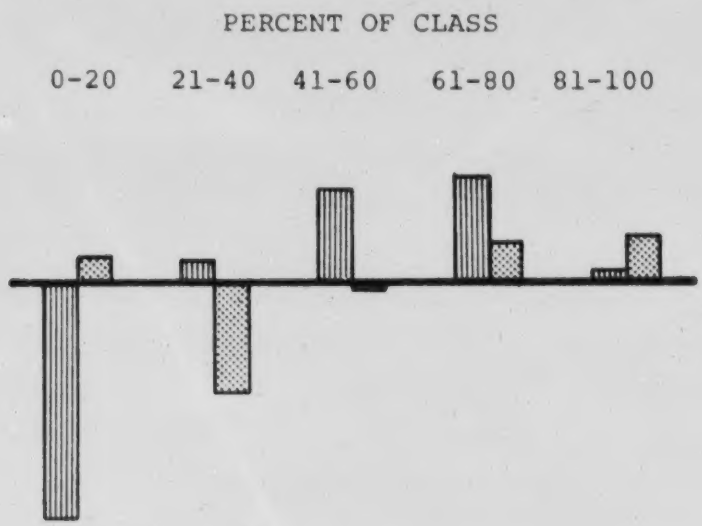


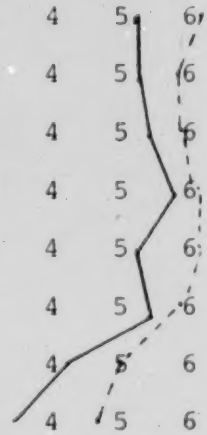
FIGURE 9

CLASSROOM BEHAVIOR SCALE*

GROUP 1

Circle one number of each dimension.

Teacher



1. Aloof	1	2	3	4	5	6	7	Responsive
2. Nonunderstanding	1	2	3	4	5	6	7	Understanding
3. Harsh	1	2	3	4	5	6	7	Kindly
4. Erratic	1	2	3	4	5	6	7	Steady
5. Evading	1	2	3	4	5	6	7	Responsible
6. Disorganized	1	2	3	4	5	6	7	Systematic
7. Dull	1	2	3	4	5	6	7	Stimulating
8. Stereotyped	1	2	3	4	5	6	7	Original

*Based on studies by D. G. Ryans, Characteristics of Teachers, 1960.

	Pre	Post	Change
1. Aloof-Responsive	5.2	6.1	.9
2. Nonunderstanding-Understanding	5.2	5.8	.6
3. Harsh-Kindly	5.3	5.9	.6
4. Erratic-Steady	5.9	6.1	.2
5. Evading-Responsible	5.2	6.1	.9
6. Disorganized-Systematic	5.3	5.9	.6
7. Dull-Stimulating	4.2	5.0	.8
8. Stereotyped-Original	3.5	4.7	1.2
T O T A L	39.9	45.5	5.6

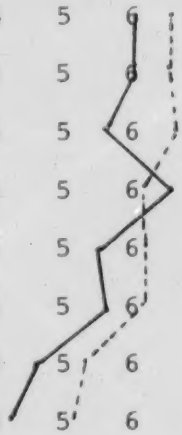
FIGURE 10

CLASSROOM BEHAVIOR SCALE*

GROUP 2

Circle one number of each dimension.

Teacher



1. Aloof	1	2	3	4	5	6	7	Responsive
2. Nonunderstanding	1	2	3	4	5	6	7	Understanding
3. Harsh	1	2	3	4	5	6	7	Kindly
4. Erratic	1	2	3	4	5	6	7	Steady
5. Evading	1	2	3	4	5	6	7	Responsible
6. Disorganized	1	2	3	4	5	6	7	Systematic
7. Dull	1	2	3	4	5	6	7	Stimulating
8. Stereotyped	1	2	3	4	5	6	7	Original

*Based on studies by D. G. Ryans, Characteristics of Teachers, 1960.

	Pre	Post	Change
1. Aloof-Responsive	6.0	6.4	.4
2. Nonunderstanding-Understanding	6.0	6.4	.4
3. Harsh-Kindly	5.6	6.5	.9
4. Erratic-Steady	6.4	6.2	-.2
5. Evading-Responsible	5.6	6.1	.5
6. Disorganized-Systematic	5.7	6.1	.4
7. Dull-Stimulating	4.7	5.3	.6
8. Stereotyped-Original	4.2	5.1	.9
T O T A L	44.7	48.7	4.0

Objective 4. By the end of the field service training, the teachers in Groups 1 and 2 will receive knowledge of various classroom behaviors and respond positively to this knowledge as indicated by an overall Classroom Behavior Scale and of at least .6 points on each of the eight subscales.

As seen in Figures 9 and 10, Group 1 met the subscale criterion on all subscales except Subscale 4. Their overall mean gain was 5.6, which indicates their achievement of this objective. Group 2 did not accomplish the overall increase of 5 points, but did make the anticipated change on Subscales 3, 5, 7 and 8. It is observed that there was indeed some gain in both groups on all but one subscale and on the overall mean gain. The gain was not, however, as much as was anticipated.

Objective 5. By the end of the Seawell component of the proposed training program, the teachers will have greater knowledge of language arts concepts as indicated by an increase of 2 points on the LINC Language Arts Concepts Inventory.

Since the teachers in Group 1 were the only teachers who participated during all four days of the field service training in the Seawell component, they were the only ones who took the LINC Language Arts Concepts Inventory.

This was analyzed in terms of the grade level at which the teacher taught. The sixth grade teachers were the only ones who achieved this objective. (Figure 12)

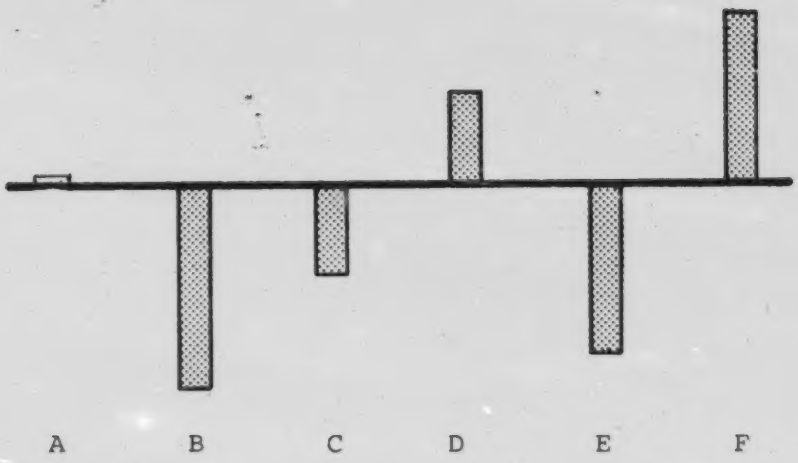
Figure 11

LINC TEACHER OBSERVATION

SUBSCALE	GROUP	PRE	POST	CHANGE
Use of Multi-Media Teaching	1	19.4	24.9	5.5
	2	21.3	23.0	1.7
Use of Intra-Class Grouping	1	15.9	21.6	5.7
	2	18.9	21.0	2.1
Differentiating Assignments	1	15.1	17.0	1.9
	2	16.4	16.3	-.1
Promotion of Self-Direction in Learning	1	10.1	15.9	5.8
	2	14.1	13.9	-.2

GROUP 1 TEACHERS - COGNITIVE CHANGE SCORES

		Change
A.	First Grade Teachers	.1
B.	Second Grade Teachers	-3.0
C.	Third Grade Teachers	-1.33
D.	Fourth Grade Teachers	1.33
E.	Fifth Grade Teachers	-2.5
F.	Sixth Grade Teachers	2.5



CHAPTER VI

ANALYSIS OF WORKSHOP EVALUATIONS

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ANALYSIS OF WORKSHOP EVALUATIONS

In order to provide workshop planners and decision makers with formative feedback regarding the effectiveness of the ongoing workshops, two forms were used to gain information concerning the opinions of participants about the experiences they had. These are presented in Appendix A.

From the opening to the close of the site visits and workshops approximately one hundred twenty-five teachers completed the evaluation questionnaire concerning their visit. By post-coding the responses to the three items we get a good idea of how teachers felt about what they had done.

In response to the first item concerning the most valuable aspect of the Seawell Experience, five phases of the project were mentioned a significant number of times. The general idea of the response mentioned most often was that visiting teachers had an opportunity to see classrooms operating where the student had assumed responsibility for his action and for his education. Closely related to this was the theme of the student having a great deal of freedom and that there was less classroom structure. A number of teachers felt that individualized instruction and the contract method of teaching were the most valuable aspects of the Seawell program. Further, many teachers mentioned the materials they saw and made were most valuable to them. Another often mentioned feature was the varied learning or interest centers that were displayed.

A number of other areas were mentioned less often but are worthy of note. These were: warm atmosphere for students, teacher-pupil planning, the use of multi-age grouping, the child-centered environment. Perhaps the most disappointing feature of the "most valuable" item responses was the few times that the language/arts/reading program was mentioned as stellar. The most often mentioned aspect of that program was the use of creative writing.

The second item was stated in such a way as to elicit negative responses regarding the program. It is noteworthy that about twenty teachers either noted no complaint or did not respond to the question. The one aspect of the program most often listed as a complaint was the length of the inservice days; many teachers felt that it ran for too long a period of time. There were a number who suggested that two days be planned early in the year and two additional days planned for later in the spring.

The complaint most often mentioned concerning the children was that many teachers observed children wasting time; this seemed to cause a great deal of anxiety among observers. Another complaint was that some of the visiting teachers were from schools where similar programs had been operating for a number of years, and thus gained little from this program.

It is important to note some of the weaknesses mentioned even a few times. A few teachers noted that provisions were not being made for students who could not go into self-directed learning rapidly. A few teachers felt that there was too much movement among students.

Coldness among Seawell staff and a lack of coordination between LINC and Seawell were mentioned once each.

Perhaps the most gratifying part of this evaluation was the number of ideas teachers were taking home or things that were observed in Seawell which they would apply to their classrooms. Four things stood out:

1. Provide a less structured atmosphere.
2. Provide opportunities for pupils to participate in planning their own instructional program.
3. Establish within their classrooms learning and interest centers.
4. Take definite steps to individualize their instructional programs.

Three other things were also frequently mentioned: the use of contract teaching, the development and purchasing of new materials for their classrooms, and pupil evaluation. The evaluation team was pleased that a number of "take-home" ideas centered around the communication areas; individualized reading and creative writing were the ideas most often mentioned. It seemed obvious that many teachers would at least try to establish contract teaching techniques.

At the end of each week these questionnaires were summarized in detail and reviewed for project decision makers. This was our formative feedback mechanism. The results of these data were, of course, more meaningful on a week-to-week basis. Granted this and granted these are largely gross and subject data, they do provide additional information about the outreach and multiple effect of Seawell School.

We conclude from these data that Seawell did effect change in that:

1. Teachers were trying things they had learned at Seawell.
2. Seawell was trying to respond to residing teacher's suggestions.
3. Specific plans were made by visiting teachers to go-back-and-try-it.

CHAPTER VII

SUMMARY AND ACCOMPLISHMENTS

CHAPTER VII

SUMMARY AND ACCOMPLISHMENTS

The Research and Evaluation Team of the Learning Institute of North Carolina acted as evaluation agency for the Seawell Project, a joint project in language arts and reading sponsored by the National Council of Teachers of English and the U.S. Office of Education. The project operated during the 1970-71 school year with emphasis on the teaching of language arts and reading, and the inservice education of teachers in innovative organizations and methodologies for teaching. Chapel Hill City School and the Learning Institute of North Carolina cooperatively operated the inservice and field service phase of the program.

Among the accomplishments of the Seawell project was the establishment and operation of a model center for inservice education. This model had built into it a plan for the continual application of the "multiplier effect" of inservice education. Though this model may be termed successful there has not been enough replication of it, nor was the project extended for another year. Such an extension would have allowed for each "satellite" school to become a "model" school and adopt eight additional satellite schools.

Should this project be reinstated or continued the evaluation team strongly recommends that greater emphasis be placed in the Seawell Component on language arts and communication, perhaps a lesser amount on general classroom reorganization. Though we found a lot of innovative and good things going on in Seawell in

this area it was not given enough emphasis in the inservice aspect of the program. Had this been done many more teachers could have named language arts/reading areas as a major contribution of Seawell. We are in no way trying to detract from the changes that were noted in the language arts/reading areas on the teacher practices survey for these were significant. Evidence indicates that teacher practices in the teaching of language arts and reading did change even though few teachers left Seawell thinking of the communication skills.

When an operating school is used as a demonstration model there is no way to avoid a possible conflict of interest between the philosophy of whats best for the students and what's best for the visiting teachers. A good deal of discussion needs to be planned, should Seawell continue, to clear up this point of contention. This relates closer to the need for decision regarding how a teacher performs both as a teacher of children and teacher of teachers, on a daily basis.

When two organizations cooperate to perform a single task, especially when that task deals with people there arises need for clarification of role and responsibility. LINC and Seawell must work through these problems should Seawell continue.

Based on the data analyzed on the students at Seawell and the teachers who attended inservice workshops there, the following are general conclusions:

1. Summarized over all age groups students enrolled in Seawell School during the year of the NCTE/USOE language arts/reading

project showed gains equal to or above those anticipated in 15 out of 28 subscales related to language arts areas.

2. Based on pre-post observation of classrooms teachers attending inservice training in the Seawell project made significant positive changes in the use of multi-media, the use of intra-class grouping, differentiated student assignments and promotion of self direction in learning. Teachers who attended the workshops for the full session made greater gains than those who spent less time there.
3. When teachers who attended the full workshop session were compared with teachers who attended shorter sessions, or did not attend it was found that they changed their language arts related teaching practices in significant positive directions that were directly related to the goals of the inservice program. Further, teaching practices of those who did not attend, but were able to related with those who did in the local school, showed significant similar positive change.

APPENDIX A

THE SEAWELL PROJECT TEACHER ASSESSMENT BATTERY

GENERAL TEACHER INFORMATION

Teacher's Name _____ Teacher Code _____ (1-2)

Participation Code [Full (4 days)-1, partial (less than 4 days)-2 non-visiting-3] _____ (3)

School _____ District _____ School Code _____ (4-5)

Home Address _____

_____

Home Telephone _____

Major Teaching Assignment: _____ (6-7)

10-Kindergarten
1-First Grade
2-Second Grade
3-Third Grade
4-Fourth Grade
5-Fifth Grade
6-Sixth Grade
7-Primary Team (k-3)
8-Intermediate Team (4-6)
9-Other_____

Sex (1-male, 2-female) _____ (8)

Race (1-black, 2-white, 3-other) _____ (9)

Certification level (A-1, B-2, G-3) _____ (10)

Number of years of teaching experience at end of last year _____ (11-12)

Are you teaching in your certification area (yes-1, no-2) _____ (13)

Room Number_____

DO NOT WRITE BELOW THIS LINE

Library (central only-1, classroom-2, neither-3) _____ (14)

Ability Level (Advanced-1,Average-3,Remedial-3,Heterogeneous-4) _____ (15)

Durkin: Pre _____ (16-18)

Post _____ (16-18)

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TEACHER OBSERVATION

Teacher's Name _____ Teacher Code _____

Room Number _____ Grade Level _____

Date of Observation _____ Time _____ to _____

Pre-Post Code (Pre 1, Post 2) _____

Subject or Activities engaged in _____

General ability level of group: [ ] advanced

[ ] average

[ ] remedial

[ ] heterogeneous

Library: Central _____ Classroom _____ Neither _____

Observer's Name _____

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Durham, North Carolina 27701

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LINC TEACHER OBSERVATION SCALE

USE OF MULTI-MEDIA TEACHING

M1 Reference materials are available in classroom for use by both teacher and pupil. (e.g., encyclopedias, dictionaries, atlases, supplementary texts, supplementary books, etc.)

A	B	C	D	E
0 types	1 type	2 types	3 types	4 or more types

M2 Maps, charts, globes, and other models are available in the classroom for use by both teacher and pupil.

A	B	C	D	E
0 type	1 types	2 types	3 types	4 or more types

M3 Teacher-made materials such as charts, games, and other aids are available for use. (Note: this does not include student work.)

A	B	C	D	E
0 type	1 type	2 types	3 types	4 or more types

M4 Newspapers, magazines, catalogues, telephone directories, etc. are available in classroom for use by both teacher and pupil.

A	B	C	D	E
0-5 titles	6-10 titles	11-15 titles	16-20 titles	21-25 titles

M5 Pupils' work is on display.

A	B	C	D	E
0 display	1 display	2 displays	3 displays	4 or more displays

M6 Audio-visual materials are available in classroom for use by both teacher and pupil. (filmstrips, 16mm film, visuals, tape recorder, and other materials)

A	B	C	D	E
0 type	1 type	2 types	3 types	4 or more types

USE OF INTRA-CLASS GROUPING*

I1 Desks and chairs are arranged in varying patterns.

A	B	C	D	E
1 group	2 groups	3 groups	4 groups	5 or more groups

I2 Flexible groupings are employed.

A	C	E
0 change in 30 minutes	1 change in 30 minutes	2 changes in 30 minutes

I3 Pupils help each other with work.

A	B	C	D	E
0-20% of class	21-40% of class	41-60% of class	61-80% of class	81-100% of class

I4 Teacher maintains check on progress of groups by moving among groups.

A	B	C	D	E
0 group reached	1 group reached	2 groups reached	3 groups reached	4 groups reached

I5 Teacher is aware of what is going on in non-teacher directed groups as evidenced by observer questions at end of activity (period).

A	B	C	D	E
0 group	1 group	2 groups	3 groups	4 groups

I6 Pupils move freely within groups.

A	B	C	D	E
0-20% of class	21-40% of class	41-60% of class	61-80% of class	81-100% of class

* A group may consist of as few as 1 or as many as the whole class.

DIFFERENTIATING ASSIGNMENTS

D1 Pupils participate in routine duties.

A	B	C	D	E
0 pupil	1 pupil	2 pupils	3 pupils	4 or more pupils

D2 Pupils have individual assignments.

A	B	C	D	E
0-20% of class	21-40% of class	41-60% of class	61-80% of class	81-100% of class

D3 Pupils use materials at different levels of difficulty.

A	B	C	D	E
1-2 levels	3-4 levels	5-6 levels	7-8 levels	9 or more levels

D4 Pupils receive individual assistance.

A	B	C	D	E
0-20% of class	21-40% of class	41-60% of class	61-80% of class	81-100% of class

D5 Pupils finish work within the allotted time.

A	B	C	D	E
0-20% of class	21-40% of class	41-60% of class	61-80% of class	81-100% of class

D6 Pupils do enrichment (broadening, horizontal) work.

A	B	C	D	E
0-20% of class	21-40% of class	41-60% of class	61-80% of class	81-100% of class

D7 Pupil participation is active and purposeful as indicated by pupil involvement in work.

A	B	C	D	E
0-20% of class	21-40% of class	41-60% of class	61-80% of class	81-100% of class

D8 Pupils lead class or group.

A	B	C	D	E
0 pupil	1 pupil	2 pupils	3 pupils	4 or more pupils

PROMOTION OF SELF-DIRECTION IN LEARNING

S1 Non-teacher directed groups are employed.

A	B	C	D	E
0 group	1 group	2 groups	3 groups	4 or more groups

S2 Pupils not involved in teacher directed activities move freely among groups.

A	B	C	D	E
0-20% of non-directed pupils	21-40% of non-directed pupils	41-60% of non-direct pupils	61-80% of non-direct pupils	81-100% of non-directed pupils

S3 Pupils not involved in teacher directed activities work individually and/or independently in groups.

A	B	C	D	E
0-20% of pupils	21-40% of pupils	41-60% of pupils	61-80% of pupils	81-100% of pupils

S4 When pupils finish one task, they proceed to another task(s) without teacher direction.

A	B	C	D	E
0-20% of those finishing	21-40% of those finishing	41-60% of those finishing	61-80% of those finishing	81-100% of those finishing

S5 Pupils seek aid from sources other than those assigned.

A	B	C	D	E
0-20% of class	21-40% of class	41-60% of class	61-80% of class	81-100% of class

CLASSROOM BEHAVIOR SCALE*

Circle one number of each dimension.

Teacher

1. Aloof	1	2	3	4	5	6	7	Responsive
2. Nonunderstanding	1	2	3	4	5	6	7	Understanding
3. Harsh	1	2	3	4	5	6	7	Kindly
4. Erratic	1	2	3	4	5	6	7	Steady
5. Evading	1	2	3	4	5	6	7	Responsible
6. Disorganized	1	2	3	4	5	6	7	Systematic
7. Dull	1	2	3	4	5	6	7	Stimulating
8. Stereotyped	1	2	3	4	5	6	7	Original

*Based on studies by D. G. Ryans, Characteristics of Teachers, 1960.

TEACHERS PRACTICES

Name _____ Teacher Code _____

Participation Code (Full (4 days)-1, partial (less than 4 days)-2 nonvisiting -3) _____

Date _____ Pre-Post Code (Pre 1, Post 2 _____

Part I - Directions:

Please make a check in the appropriate column to indicate the frequency with which you use the following techniques or activities to teach reading.

	Daily	2-3 Times Weekly	2-3 Times Monthly	2-3 Times Yearly	Never
1. Linguistic Materials	:	:	:	:	
2. Phonic Methods	:	:	:	:	
3. Basal Readers	:	:	:	:	
4. Individualized Reading	:	:	:	:	
5. Multi-ethnic books and/or materials	:	:	:	:	
6. Reading to Students	:	:	:	:	
7. Recreational Reading	:	:	:	:	
8. Show 'n Tell	:	:	:	:	
9. Student interpretation & critical response	:	:	:	:	
10. Reading Groups	:	:	:	:	
11. Role Playing	:	:	:	:	
12. Creative Writing	:	:	:	:	
13. Contemporary Prose and Poetry	:	:	:	:	
14. Group Planning	:	:	:	:	
15. Integration of language skills development with content areas	:	:	:	:	

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	Daily	2-3 Times Weekly	2-3 Times Monthly	2-3 Times Yearly	Never
16. Pupils dictating stories to Teachers					
17. Traditional prose and Poetry					
18. Programmed Materials					
19. Flexible Grouping Procedures					
20. Audio facilities (tape recorder, records, etc.)					
21. Films, film strips					
22. Workbooks					
23. Community Resources					
24. Library books					
25. Reference materials (encyclopedias, dictionaries, etc.)					
26. Maps, charts, globes, and other models					
27. Teacher-made materials (games, displays, etc.)					
28. Commercially made (games, etc.)					
29. Student work displays					
30. Newspapers and magazines					
31. Pupil help in selection of goals					
32. Pupil help in planning					
33. Pupil leadership in class or group					

	Daily	2-3 Times Weekly	2-3 Times Monthly	2-3 Times Yearly	Never
34. Pupil-teacher evaluation	:	:	:	:	
35. Individual pupil evaluation by teacher	:	:	:	:	
36. Pupil participation in selection of goals for himself	:	:	:	:	
37. Individual pupil planning of his or her activities	:	:	:	:	
38. Pupils finding and correcting their own errors	:	:	:	:	
39. Pupil help in selection of procedures for the classroom	:	:	:	:	
40. Pupil participation in selection of goals for the classroom	:	:	:	:	
41. Involvement of parents in reading program within the school building	:	:	:	:	
42. Field trips	:	:	:	:	
43. Observation of other classes or programs	:	:	:	:	
44. Parent-teacher evaluation conferences (average over the year)	:	:	:	:	
45. Teacher aides and clerical assistants	:	:	:	:	

Part II - Directions:

Please answer all of the following items. Use the back of this instrument for any additional comments you wish to make.

---

1. How do you rate your effectiveness as a teacher of reading to:

   (a) culturally deprived students

   (1) low (2) average (3) strong (4) excellent

   (b) average

   (1) low (2) average (3) strong (4) excellent

   (c) above average students

   (1) low (2) average (3) strong (4) excellent

2. To what extent do non-standard dialects limit a child's ability to succeed in a reading program?

   (a) students well below grade level

   (1) not at all (2) moderately (3) to a considerable degree

   (4) extensively

   (b) slow learners

   (1) not at all (2) moderately (3) to a considerable degree

   (4) extensively

   (c) average students

   (1) not at all (2) moderately (3) to a considerable degree

   (4) extensively

   (d) above average students

   (1) not at all (2) moderately (3) to a considerable degree

   (4) extensively

3. What kind of records to you keep on progress of pupils? (e.g.; grade book, individual cards, individual files)

1.

2.

3.

4.

5.

4. What would you consider the most effective way to improve your competency in teaching reading?

5. What do you hope to accomplish through your reading program?

LEARNING INSTITUTE OF NORTH CAROLINA

Name _____ Teacher Code _____

Date _____ Pre-Post Code (Pre-1, Post-2) _____

School _____

Directions for items 1 through 6: Circle either T or F to the left of each item.

T F 1. The instructional level is considered the highest level of reading.

T F 2. The Language arts area of the curriculum consists of language and reading.

T F 3. The level of the basal reading book used by a group should be determined by actual grade placement.

T F 4. The most effective reading instruction will take place during the reading period.

T F 5. The kinesthetic method of teaching reading is considered better suited to individual reading work than to group work.

T F 6. The language arts skills are best taught as separate subjects.

Directions for items 7 through 10: Please select the one most appropriate letter for each number and circle A,B,C, etc., to the left of each item.

A B C D E 7. Work identification skills

A B C D E 8. Comprehension and interpretative skills

A B C D E 9. Study Skills

A B C D E 10. Fluency and rate skills

A. Skimming

B. Predicting outcome

C. Configuration

D. Organizing information

E. Aphasia

Directions for items 11 through 15: Please select the one most appropriate letter for each number and circle A,B,C, etc., to the left of each item.

A B C D E F 11. Picture clues

A B C D E F 12. Context clues

A B C D E F 13. Phonics

A B C D E F 14. Structural Analysis

A B C D E F 15. Dictionary Usage

A. Prefixes - suffixes

B. Inferring meaning

C. Spelling, pronunciation, meaning

D. Auditory discrimination

E. Noting details in illustrations

F. Tracing words

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Directions for items 16 through 44: Please select the best response for each item and circle either A, B, C, etc., to the left of each item.

A B C D 16. The purpose of the basal reader is to
A. provide a controlled vocabulary.
B. correlate teaching with content areas.
C. provide literary experiences.
D. provide a sequential development of basic skills.

A B C 17. If idfer were a word, it would be divided between d and f to form two syllables. Which of the following rules would apply?
A. There are as many syllables as there are vowel sounds. Syllables are determined by the vowel sounds heard and not by the number of vowels seen.
B. In general prefixes and suffixes form separate syllables.
C. Syllables divide between double consonants or between two consonants.

A B C 18. When using the basal reader approach, teachers
A. Should use the manual as a guide to be supplemented.
B. should divide the class into three groups.
C. should follow the manual of directions for teaching all selections.

A B C 19. The range between the most able and the least
A. decreases as children move through the grades.
B. increases as children move through the grades.
C. remainds constant as children move through the grades.

A B C 20. When trying on a book for size we may say the book fits if
A. nineteen of twenty words are recognized.
B. seventy-five percent of the content is comprehended.
C. all of the above are present.

A B C 21. When a pupil is determining the likenesses and differences in word forms which of the following factors is most important:
A. duration of fixation.
B. motor skill.
C. perceptual discrimination.

A B C 22. The word locate is part of Tom's spoken and reading vocabulary. He unlocks the words dislocated and relocating by sounding the "parts" of the word and relying on what he already knows. Which of the following skills has he used:
A. phonetic analysis.
B. syllabication.
C. structural analysis.

A B C 23. The most important clues in teaching word recognition skills are
A. context clues
B. picture clues
C. memory clues

A B C 24. A major task of the school relative to the teaching of reading must be
A. to eliminate individual differences among pupils.
B. to adjust to individual differences among pupils.
C. to lessen individual differences among pupils.

A B C 25. A fairly consistent finding of research in the elementary grades is that, on the average, girls are better than boys in
A. reading comprehension, mathematics, and vocabulary.
B. basic language skills and mathematics.
C. reading comprehension, vocabulary, and basic language skills.

A B C 26. If you were given the opportunity to order workbooks of your choice would you
A. order one basal workbook for each child in your class?
B. order a few from several different companies?
C. order ten or twelve basal workbooks?

A B C 27. The variable that makes the difference in teaching reading is
A. the teacher
B. the basic text used
C. the devices and materials used

A B C 28. John, a middle grade child, scored 68 on a group IQ test, but scored 97 when tested individually. This variation is scores was most likely caused bacause
A. John was a poor reader.
B. group IQ tests are seldom valid.
C. Individual IQ tests usually produce much higher scores than group tests.

A B C 29. You have a child in your self-contained class who knows all the words in his basal text and does all of his related reading seatwork correctly. The most effective reading instruction for him would be to
A. keep him in the basal reading group but give him higher level reading books for home reading.
B. give him freedom of choice in his reading materials and have individual conferences with him from time to time.
C. let him go up to the next grade for reading instruction each day.

A B C D 30. The essential part of the personalized reading program is
A. the silent reading followed by oral reading.
B. the dramatic play.
C. the individual conference.
D. the phonetic approach.

A B C D 31. The instructional level of reading is determined by
A. scores from Mental Maturity Tests.
B. diagnostic tests and teacher judgement.
C. working with the child in a group situation.
D. listening to each child read.

A B C D 32. One of the most valuable means of determing reading levels and specific needs is
A. Interest Inventories.
B. Informal Reading Inventories.
C. Mental Maturity Tests.
D. Achievement Tests.

A B C D 33. The scores on one of the following tests is designed to measure progress and has a limited value in determining the instructional level.
A. Mental Maturity Test.
B. Reading Test.
C. Achievement Test.
D. Informal Reading Inventory.

A B C D 34. Scores on achievement test batteries usually reveal one of the following reading levels
A. frustration.
B. instructional.
C. independent.
D. capacity.

A B C 35. The best learning climate for individualized instruction is created when there is:
A. complete freedom for the students in their reading and related activities.
B. a quiet room with little movement in order that the students may concentrate.
C. an orderly room with varied reading activities and freedom of movement.

A B C 36. An individualized reading program is most effective when
A. each child is given individual skill instruction.
B. each child is seeking self-selection and self-pacing, but small group instruction is employed.
C. each child is reading in a different book.

A B C 37. The most effective grouping within a classroom is likely to be based upon
A. teacher assignments.
B. results of standardized tests.
C. activity in progress.

A B C 38. A child's reading vocabulary is likely to be increased more through the use of
A. programmed materials.
B. language-experience approach.
C. basal text.

A B C 39. Research studies indicate that the most effective Language Arts Programs require
A. equipment such as tape recorder, record player, overhead projector, and opaque projector.
B. resourceful and creative teacher.
C. materials such as programmed materials, reading labs, workbooks.

A B C 40. In the language-experience approach to reading the most significant responsibility of the teacher is to
A. prepare charts based on children's experiences.
B. provide experiences which stimulate growth of children's language.
C. allow children to pursue own interests.

A B C D 41. A diagnostic reading test is used primarily to
A. place a child in a high, medium, or low reading group.
B. determine the grade in which the child should be placed.
C. determine the median reading score of a class.
D. determine the instructional needs of a child.

A B C D 42. Reading is
A. recognizing and remembering printed symbols.
B. mastering specific skills which are employed in word identification
C. deriving meaning from printed symbols.
D. evaluating and remembering printed materials.

A B C D 43. Readiness for reading should be developed
A. at the pre-school level.
B. in kindergarten and first grade.
C. at all reading levels.
D. in the primary school.

A B C D 44. The basis for all instruction in a classroom is
A. the needs of the children in the classroom.
B. the state course of study.
C. the expectations of parents, supervisors, and principals.
D. a combination of all of these.

A B C D 45. In the words listed below, select ALL words which contain consonant diagraphs, and circle the corresponding letters.
E F G H

A. thief
B. chalet
C. crust
D. sting
E. stain
F. phase
G. whip
H. plane

A B C D 46. In the words listed randomly below, select all words which contain diphthongs, and circle the corresponding letters
E F G H

A. oil
B. see
C. broom
D. boy
E. owl
F. they
G. pour
H. built

APPENDIX B

FORMATIVE EVALUATION INSTRUMENTS

Teacher's Name _____ Teacher Code _____

School _____ District _____

Date _____ 19____

1. What is the most valuable thing you have gained by your visit to Seawell School?

2. What one complaint do you have of Seawell School?

3. Please list five things you may change in your school or incorporate in your school as a result of your visit to Seawell School.

   A.

   B.

   C.

   D.

   E.

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OBJECTIVES

Name _____ Teacher Code _____

Date _____ Pre-Post Code (Pre-1, Post-2) _____

List in Rank Order your objectives for your reading program.

1.

2.

3.

4.

5.

6.

7.

8.